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ABSTRACT

In an attempt to locate studies from various cultures and nations that would provide useful sources for university courses in comparative reading, this booklet provides annotated sources of international reading studies, as well as three articles on comparative reading. Following an introduction, the first part of the booklet begins with an article on the value of comparative reading. This is followed by the bibliography, which is divided into sections on (1) methodology of comparative education and comparative reading, (2) studies and descriptive reports, and (3) reviews and descriptions of the state of the art regarding research and/or the teaching of reading. The second part of the booklet contains two viewpoints on university courses in comparative reading, including an example of a cross-national study on primary reading. (HTH)

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Handbook on Comparative Reading

An Annotated Bibliography and Some Viewpoints on University Courses in Comparative Reading

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1982

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INTRODUCTION

The value of an exchange of practical experiences and results of scientific studies within nations with regard to educational organization and teaching procedures is clearly recognized. There is a growing awareness that cross-national research studies might be even more profitable for participating countries.

One objective of internationality in educational research may be to increase, beyond what is possible in national studies, the range of national variation in a number of educational variables. Within each country the system of formal education is more or less uniform with regard to a number of so-called frame factors, i.e. aspects of curriculum, organization, and allocation of resources. Real variation regarding such factors can, therefore, often be found only at an international level.

Explicit critical functions being established, when it comes to policymaking, international cooperation can help countries avoid mistakes made in other countries. In the evaluation and application of scientific research any kind of shortsightedness or idiosyncrasy should be avoided. Also in this respect, international comparative studies focusing on quality control can be of considerable value.

The benefits of comparative methods have been clearly demonstrated in sciences like anthropology, sociology, psychology and many areas of education. So far, cross-national and cross-cultural comparative studies within the field of reading are very few.

The awareness of how much there is to be gained from cooperation and exchange of experiences beyond linguistic, national, and cultural barriers even within the field of reading

has increased considerably during the past decade, partly as a result of IRA's more active engagement in literacy affairs at a global level.

This bibliography has grown out of the needs felt and expressed by many researchers and university teachers within the field of reading around the world. The volume is an attempt to locate studies from various cultures and nations that would provide useful sources for university courses in comparative reading. The difficulties involved in such a pioneer task are evident. There are many gaps, but we sincerely hope this bibliography can be of value as a starting point for further development.

The studies included have been grouped into three sections:

- Methodology of Comparative Education and Comparative Reading
- Studies and Descriptive Reports
- Reviews and Descriptions of the State of Art Regarding Research and/or the Teaching of Reading

As a supplement to the annotated sources, three articles have been incorporated: one by John Downing, one by H. Alan Robinson, and one by Eve Malmquist.

Particular thanks are due the members of the IRA Comparative Reading Committee 1977-1980 for their contributions to the development of this volume. We are also deeply indebted to the many reading experts from various parts of the world who have participated in the writing of annotations.

The following persons have contributed to the annotations: Irene J. Athey, Jane C. Bilello, Marion E. Blake, Marguerite Bumpus, Frances T. Caust, John Downing, Warwick B. Elley, Elaine R. Furniss, Robert H. Geeslin, Adeline Gomberg, Joyce Hulett, Mogens Jansen, Eugene Jongsma, Tara Joyce, Byongwon Kim, Che Kan Leong, Eve Malmquist, Joanne McMillan, Ulla-Britt Persson, Richard D. Robinson, Takahiko Sakamoto, Timothy Shanahan, Gloria M. Smith, Luther Smith, Renate Valtin, and Janet B. Webster.

A majority of the annotations were written at the University of Linköping, Sweden. I especially appreciate the assistance of Ulla-Britt Persson, who is to be highly commended for her dedicated and skillful work. I would also like to

express my sincere appreciation to my secretary, Marianne Axelson, for invaluable help during the preparation of this bibliography.

It is my hope that this volume will make a contribution to IRA's efforts in furthering better understanding of the literacy situation around the world, identifying problems and possible solutions, helping IRA members to gain new insights, and inspiring ideas. I also hope readers profit from the knowledge and wisdom extended by the writers of articles and books on reading in cultural and linguistic areas other than their own.

Eve Malmquist, Chairman
IRA Comparative Reading Committee
1977-1980

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinions on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

PART ONE

The Value of Comparative Reading

John Downing
University of Victoria

Many of the users of this IRA handbook on comparative reading will be reading it because they are well aware of the value of comparative reading studies and are employing the handbook to obtain specific information from the annotated bibliography. But other readers will have less knowledge of this field of study. They may wish to know what "comparative reading" is and whether it is worthwhile investing time, effort, and money in this study. Some may even feel rather skeptical about the value of international comparisons of reading behavior. These unconvinced readers may even think, "We have sufficient problems in reading in our own language and our own country. Studying reading in other languages and other countries may be merely an expensive hobby."

However, several authorities have expressed positive views of the value of international studies in reading. The potential value of international studies and research in reading was anticipated by the first president of IRA, William S. Gray (1956), when he demonstrated the feasibility and practical value of international studies in reading in *The Teaching of Reading and Writing*. Another IRA past president, Nila Banton Smith (1967), declared at the first IRA World Congress on Reading held in Paris in 1966: "Eventually we shall have worldwide reading research.... This is truly one of the most significant promises which the future of reading holds out to us." Why did these pioneer IRA leaders believe that the international and comparative study of reading offers such "significant promises"?

Aims of Comparative Study

The potential value of comparative reading research may be judged by looking at the wealth of knowledge derived from the use of the comparative method in other sciences, such as psychology, anthropology, and sociology. For example, witness how in psychology so much was learned about the development of human personality from the comparisons made between the different child-rearing practices of various cultures.

Methodology of Education

The chief goal of comparative reading is to achieve a better theoretical and practical understanding of the fundamental psychological processes of literacy behavior, both in their learning and in their developed functioning. This aim can be pursued in a variety of ways. Its application may be obvious in large scale cross national surveys of achievements in reading such as the International Association for the Evaluation of Educational Achievement (IEA) study reported by Thorndike (1973). But this cross-cultural research approach is being developed in other important, though less obvious, ways. Some interesting comparative reading studies have been on a small scale and some have been conducted inside a single country, comparing its different cultural and linguistic groups. Whether the comparative reading research takes place within one country or across national boundaries is not important. The primary goal of comparative reading studies is to compare the reading behaviors of people in different cultures and in varying languages in ways that will reveal the fundamental processes of reading and writing and the ways in which these develop.

This, then, is the essential first aim of comparative reading work—the development of a better theoretical understanding of the processes of learning to read and reading through the application of comparative cross-cultural and cross-language scholarly research methods from the sciences of psychology, anthropology, sociology, and linguistics.

In addition to the primary aim of scholarly research, we may recognize at least three other values of studies in comparative reading. The first of its other aims is another type of research goal—the compilation of the "natural history" of

reading. In other words, descriptions of how reading is learned and used in different countries simply for the sake of that knowledge itself. Furthermore, that natural history of reading can become a bank of knowledge for use in scholarly research.

The other two aims of comparative reading studies have practical applications in reading instruction. First there is the goal of gathering and applying practical teaching know-how from all countries of the world (as exemplified by Gray's work for Unesco). It is not necessary for each country to repeat the experiences of others in order to improve standards of literacy. We can learn from one another. A second practical outcome is the potential for improvement in the training of teachers and specialists in reading through new courses in comparative reading. Douglas (1969) pointed out: "It is sometimes instructive to take a look at the ways of other people as they work with children; not because they warrant being copied, but rather for purposes of contrast so that one may be helped to entertain ideas that could lead to useful modifications in ways of helping children learn." Similarly, in linguistics, Whorf (1941) strongly recommended the study of languages remarkably different to the student's own native tongue because, "in its study we are at long last pushed willy-nilly out of our ruts. Then we find that the exotic language is a mirror held up to our own."

Reaching these four objectives is clearly impossible through any single traditional scholarly discipline. For example, the approaches conventionally employed in the study of comparative education can help us with the natural history of reading, but they would not take us far toward the other three goals. Obviously, this new area of investigation and study requires an interdisciplinary approach as well as the cooperation of specialists from many nations of the world.

Examples of the Benefits from Comparative Reading Studies

Let us focus on the value of scholarly research in comparative reading; we can see how its benefits spill over into the other research and practical aims of this comparative study.

Probably the most dramatic effect of comparative reading studies occurs when results from other countries defy the assumptions of one's own country. An example of this is the

comparison of sex differences in reading achievements from one country to another. In North America it has been generally accepted that girls are superior to boys in reading in the primary grades. And there is ample American research to prove the truth of that belief (for example, Dykstra and Tinney, 1969). The extension of this belief is the presupposition that this difference between males and females is caused by innate developmental sex characteristics. From the practical point of view this assumption may lead to a fatalistic belief that boys are just naturally prone to relative failure in learning to read. These assumptions have to be questioned when one looks at the comparative evidence. In Germany (Preston, 1962), Nigeria (Abiri, 1969), and India (Oommen, 1973), studies have reported boys to be superior to girls in their average reading attainments. Using the same reading test in four countries, Johnson (1973-1974) obtained higher mean scores for girls than for boys in Canada and the United States, discovered that the difference between the sexes was equivocal in England, and that boys were ahead of the girls in Nigeria. Recently, a comparative reading investigation in seven countries (Downing and others, 1979) found that such sex differences in achievement may have their source in cultural stereotypes about the different social roles of boys versus girls. In the United States, boys begin by accepting reading as a masculine activity but they rapidly learn to perceive it as feminine. In some other countries, notably Denmark and Japan, reading continues at all age levels to be perceived by males as a masculine activity.

The previous example illustrates how comparative reading studies may cause us to question our own cultural presuppositions and try new approaches to an old problem. Thus, comparative studies of sex differences in reading behavior confirm the old saying that "there's no place like home." But we would never perceive the uniqueness of our "home" if we did not look at other places.

Comparative reading studies sometimes reveal what we have in common with other countries and this helps to bring universal processes into focus. For example, comparison of research data from many different countries confirms the conclusion that children are in danger of serious confusion about technical linguistic concepts when reading instruction is given

in a second language in which their knowledge is weaker than their own mother tongue. Studies in Ireland (MacNamara, 1966), Mexico (Modiano, 1968), and Sweden (Osterberg, 1961) have produced evidence that, where there is a mismatch between children's language and the language of instruction, confusion arises and retardation in the development of literacy skills is liable to occur. Further evidence that children's understanding of the task of learning to read is inhibited by such linguistic mismatches has been reported from studies in Canada (Downing, 1978), Greece (Charis, 1976), Finland (Lasonen, 1979), Switzerland (Gloger, 1974), and Uruguay (Garcia de Lorenzo, (1975).

In this example, one can see that there are many places like home, and one must hunt for theoretical hypotheses and practical strategies to cope with what seems to be an important universal phenomenon in learning to read. The retardation found in these examples of language mismatch suggests that a universal feature of learning to read is learners' efforts to comprehend reading instruction on the basis of their past experience with their own language. From the practical point of view, the universality of the difficulty caused by language mismatch prepares educators to meet the hazards of such bilingual situations with special teaching strategies. Thus, comparative reading studies have practical value.

College Courses in Comparative Reading

The one value not touched on directly in the previous examples is the benefits of college courses in comparative reading. At the beginning of the 1980s only a few college courses in comparative reading had been established. Most of those were graduate courses on the general topic of comparative reading; however, this topic is sometimes included in a course on cultural foundations of reading. Instructors and students have made favorable comments on the outcomes of comparative reading courses. The main value commonly recognized is that the study of reading in other countries with different cultural customs and languages helps students to recognize more clearly the important variables in reading development *in their own country and language*. This effect has long been recognized in other disciplines, as is shown by the quotation from Whorf given

earlier in this article. Variables in reading theory and research are frequently overlooked because they are assumed to be constant by students who do not know that other languages and customs can have quite different features from those of their own.

Students can be pushed out of their ruts if they are brought face to face with a reading situation which has marked contrasts to that experienced in the students' home countries. Ideally, a comparative reading course should have a field work component. Students learn more from making comparisons for themselves in observing schools, teachers, and pupils different from those in their own countries. For example, one American university arranged a graduate course in comparative reading that had two main parts: 1) a general academic study of comparative reading and 2) a field work experience in Denmark, including work in Danish public schools. It was extremely interesting to observe in these graduate students the dawning comprehension that there were many different ways of doing good work in reading instruction—ways they had never previously considered. They were faced with these "new" ideas daily in their experiences in the Copenhagen classrooms.

Sometimes economic circumstances make such fieldwork overseas unfeasible for students. However, this need not preclude fieldwork altogether. Comparative studies may be possible even in the local environment if some variations in culture and language are available. For example, the author was able to include a fieldwork component in the comparative reading course he conducted at a university in Finland, where different cultural groups existed. Similarly, in countries such as Britain, Canada, and the United States there is no shortage of opportunities for local fieldwork on cultural and linguistic minority groups.

Summary

In graduate studies and research, comparative reading can be a powerful stimulus to the professional development of students and scholars in reading. The world, with its great variety of languages, cultures, and education systems, is a living laboratory for the study of theoretical problems and alternative practical strategies in reading instruction.

This IRA *Handbook on Comparative Reading* should be an impetus to more and better work in this field. It shows what

has been achieved thus far. For the first time, the developed area of comparative reading has been charted. It shows the tremendous potential and colossal effort needed to cultivate this fertile but vast comparative reading field.

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Oommen, Chinna. India. In John Downing (Ed.), *Comparative reading*. New York: Macmillan, 1973. Ann Arbor, Michigan: University Microfilms International, 1979.

Österberg, Torre. *Bilingualism and the first school language*. Umeå, Sweden: Vasterbottens Tryckeri, A.B., 1961.

Preston, Ralph C. Reading achievement of German and American children. *School and Society*, October 20, 1962, *90*, 350-354.

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Thorndike, Robert L. *Reading comprehension education in fifteen countries*. Stockholm, Sweden: Almqvist and Wiksell. New York: Wiley, 1973.

Whorf, Benjamin Lee. The relation of habitual thought and behavior to language. In Leslie Spier (Ed.), *Language, culture, and personality*. Menasha, Wisconsin: Sapir Memorial Publication Fund, 1941.

An Annotated Bibliography

Methodology of Comparative Education and Comparative Reading

Anderson, C.A. "Methodology of Comparative Education," in Eckstein-Noah (Eds.), *Scientific Investigations in Comparative Education.* London: MacMillan, 1969.

Recommends a more empirical approach to research in comparative education and urges the collection of better data. Writer discusses the construction of models or typologies in education, the use of hypotheses, and potentialities of the field.

Anderson, C.A. "Comparative Education over a Quarter Century: Maturity and New Challenges," *Comparative Education Review,* 21 (June/October 1977), 405-416.

Concluding article in a special issue on the state of the art as regards comparative education. Author reviews and discusses the development in the field from 1950 to 1975, with the emphasis on methodology and research techniques. He states that both international and interdisciplinary cooperation are important factors in comparative studies in education and that a more flexible methodology is desirable.

Baer, J.R. *Der Leselernprozess bei Kindern. Analysen und Untersuchungen zur experimentellen Leseforschung und zu Problemen der Lesemethodik.* Weinheim: Beltz, 1979.

Gives an overview of the experiments in the psychology of reading at the end of the past century in Europe (Javal, Cattell, Erdmann, and Dodge) and at the beginning of this century in the United States (Dearborn, Huey). Reports the results of an empirical investigation with the "Reading Eye" of Swiss first, second, and third grade children. Presents normative data on some reading variables (reading rate, fixations, regressions) and compares them with data of American children reported by Taylor et al. (1960). No sex differences in this sample, but significant correlations of the reading variables with social class and number of siblings.

Bereday, George Z.F., *Comparative Method in Education*. New York: Holt, Rinehart and Winston, 1964.

Comparative education is entering into the third phase of its history. The first, spanning the 19th century, was the period of "borrowing" the best educational practices of one country for another. The second, "prediction," occupied the first half of the 20th century and was geared toward safeguarding oneself against reckless reforms. The third phase, "analysis," calls for a systematization of the field in order to expose the whole panorama of national practices in education. "An increasingly analytic but dispassionate study unhampered by ethical or pragmatic considerations will help to lower the barriers of ethnocentrism and thus contribute to better understanding." Against this theoretical backdrop, the book makes comparative studies of school reform, indoctrination through schooling, scientific potential, teacher performance, control of school curricula, importance of travel, significance of cultural bias, and various kinds of resources in different countries.

Comparative Education Review, Special Issue, "The State of the Art," 21 (June/October 1977).

Contains essays written by comparative educators from Canada and the United States, concerning both methodology and theoretical and practical implications of comparative education. The purpose of this special issue is to induce critical awareness of the present state of the field.

Downing, John. "Comparative Reading: A Method of Research and Study in Reading," in J. Allen Figurel (Ed.), *Reading and Realism*. Newark, Delaware: International Reading Association, 1969.

Gives an overview of the 1969 state of comparative reading, with descriptions of some reports on the subject concerning both actual comparisons between countries/languages and reading practices in particular countries. The future of comparative reading is promising, although there are many difficulties to overcome, especially as regards methodology.

Downing, John, *Comparative Readin* New York: Macmillan, 1973. Ann Arbor, Michigan: University Microfilms International, 1979.

Proposes that comparisons among reading behaviors of people in different cultures and languages can forward better understanding of the fundamental processes of reading and writing and their development. Part one of the book concerns the methodology of comparative reading and contains articles on rationale and scope of comparative reading with some future implications. Part two constitutes a comparative reading study in the sense that experienced reading experts

from fourteen nations give descriptions of reading practices in their respective countries.

Downing, John, and E.C. Dalrymple-Alford. "A Methodological Critique of the 1973 IEA Survey of Reading Comprehension Education in 15 Countries," *Reading Research Quarterly*, 10 (1974-1975), 212-227.

Criticizes Thorndike's report on a number of grounds: 1) the research has no guiding theoretical basis and lacks general framework; 2) incomplete and unclear reporting makes it difficult to evaluate methods and results; 3) grave doubts about the findings are raised because of methodological weakness—test inadequacies were not corrected, validity of instruments was insufficient and there were serious deficiencies in the sampling of subjects; 4) conclusions are overgeneralized. In particular, the inference that home background is more important than schooling has no support in collected data.

Downing, John. "Et Handicaps To Sider: Comparative Reading en Trekulturel Opfattelse af Handicaps" (Two Sides of the Same Handicap: A Cross-Cultural View of Handicaps) *Laesepaedagogen*, 1976, 191-198.

Points out that reading disability must be considered a relative state—this handicap must be seen in relation to the requirements of society. The absolute definition of physical and mental handicaps is of practical value in connection with treatment and educational politics, but there are two sides of a handicap: the competence of the child in this field and society's view of this competence. There are social determinants of reading difficulties, different cultures will have different priorities and, in order to understand the nature of a handicap and treat it, both social causalities and psychological background should be considered.

Downing, John. "Comparative Reading: State of the Art," in John E. Merritt (Ed.), *New Horizons in Reading*. Newark, Delaware: International Reading Association, 1976, 70-77.

A brief survey of what has been done and what is going on regarding comparative reading. Author discusses research design, methodology, cross-national surveys of reading achievement, attitude contents of reading materials, and cultural and linguistic variables.

Downing, John. *Learning to Read with Understanding*. Wynberg, S.A.: Juta, 1976.

Outlines a psychological foundation of effective communication in reading and proposes methods to improve reading comprehension in

general and specific aspects of reading (expanding vocabulary and overcoming specific reading comprehension difficulties).

Downing, John. "General Principles of Comparative Reading," in Dina Feitelson (Ed.), *Cross-Cultural Perspectives on Reading and Reading Research*. Newark, Delaware: International Reading Association, 1978.

Compares reading behaviors of people in different cultures and various languages in ways which will reveal the fundamental psycholinguistic processes of reading and writing and how these functions develop. Comparative studies provide new insights into the ways in which children learn to read. Quite often traditional views on reading behavior have to be reconsidered (i.e. sex differences in reading attainment). Some reading problems seem to be universal, others differ from one language or culture to another. Author gives examples from different countries.

Downing, John. "What Is Comparative Reading?" *Journal of Reading*, 21, 8 (1978), 701-704.

Discusses goals and possible effects of comparative reading studies. Such studies can challenge the assumptions of one's own culture regarding reading behaviors, as well as reveal what different countries and cultures have in common. The chief goal of comparative reading is to achieve understanding of fundamental processes of literacy behavior by studying such behavior as it occurs in different languages and cultural settings. University and college courses in comparative reading help students to recognize important variables in reading development in their own language. A field component should be added to such courses. Fieldwork can be organized within a country where more than one culture exists.

Downing, John. "Comparative Reading," in Victor Froese and Stanley Straw (Eds.), *Research in the Language Arts. Language and Schooling*. Baltimore, Maryland: University Park Press (in press).

States goals and describes four main types of methodology in comparative reading investigations: international compilations of professional wisdom, cross-national achievement studies, open-ended exploratory studies, and testing specific hypotheses. Proposes three key problems of the psychology of reading that are particularly apt for investigation through comparative research: relationship between literacy acquisition and linguistic features of speech and writing, influence of social mores about language and literacy, and effects of

variables in students' learning environments on learning to read and write. Argues, with examples, that practical educational benefits can come from comparative reading studies.

Downing, John, Richard May, and Lloyd Ollila. "Sex Differences and Cultural Expectations in Reading," in E. Marcia Sheridan (Ed.), *Sex Stereotypes and Reading*. Newark, Delaware: International Reading Association, 1982.

Discusses methodological problems in cross-cultural research on sex differences in reading. Concludes that the varied methodological procedures of independent studies preclude final conclusions. Furthermore, the culture-dependent basis of tests makes it difficult to establish a single nonbiased measure of reading achievement. Future progress requires extensive and rigorous studies using tests of reading and related skills that are truly comparable across languages and cultures. At the same time, indepth research is needed within each culture to determine which sex-related reading differences are consistent and valid.

Eckstein, Max A., and Harold J. Noah. *Scientific Investigations in Comparative Education*. New York: Macmillan, 1969.

Illustrates the strategy and tactics of comparative education. Divided into six parts: Methodology, Cognitive Learning, The Economy, Social Differentiation, The Culture, and National Development.

Eckstein, Max A. "Comparative Study of Educational Achievement," *Comparative Education Review*, 21 (June October 1977), 345-357.

Aims at demonstrating some valuable progress made in the past two decades toward systematic comparison of educational achievement. Although focusing on the IEA study, Eckstein also mentions comparative studies made by W.S. Gray, D. Pidgeon, and J. Downing. Concludes that matters of educational policy and practice are fundamental to the field, and that achievement is a central topic for comparative study.

Harris, A.J., and E. Malmquist. "Research in Reading," in Ralph C. Staiger (Ed.), *The Teaching of Reading*. Paris: Unesco, 1973, 185-207. Newark, Delaware: International Reading Association.

Overview of significant research within the field of reading and writing from 1878 to 1970. Gives valuable comments on studies performed in different countries on reading readiness, eye movements, reading and listening comprehension, vocabulary, spelling, handwriting, and beginning reading instruction. Authors give advice on how to interpret reading research, how to use research findings in educational practice, and how to plan research programs. They also outline some priority needs for the establishment of reading research in developing countries.

Husén, T. (Ed.). *International Study of Achievement in Mathematics: Comparison of Twelve Countries*, Vols. I, II, Uppsala, 1967.

Study surveys mathematical performance of 133,000 13- and 18-year-old pupils from 5,450 schools in 12 countries on 3 continents. Socio-economic status, backgrounds of teachers, rural/ urban distinctions, sex, and job opportunities have been considered. The survey shows that pupils from lower class families gain from being in comprehensive schools, and children from privileged families do not suffer scholastically from attending comprehensive schools until age 18, despite the fact that they seemed to do better in selective schools when assessed at age 13. Large classes do not hamper mathematical learning. Girls do less well than boys, notably as they move up in school. Questions of salary, status, and the educational background of teachers are of great importance but cannot fully explain why some teachers are peculiarly skillful or devoted. Whatever influences educational choice and behavior, various factors never operate singly, but always in some sort of profile.

Husén, T. *The School in Question. A Comparative Study of the School and Its Future in Western Society*. Oxford: Oxford University Press, 1979.

A wide ranging comparative study of the future of institutionalized schooling identifies, on the basis of evidence drawn from a number of industrialized countries, the central problems and dilemmas confronting secondary education. Particular attention is paid to the mounting criticism of the school as an institution, increasingly negative student attitudes, and budgetary cuts, With reference to international empirical evidence, the author discusses issues like the principles of equality of opportunity and attainment, the maintenance of academic standards, the transition from school to work, and the diminishing opportunities for useful employment. Author concludes with a set of questions requiring the consideration of all those who share responsibilities for reshaping educational systems.

Kavanagh, J.F., and R.L. Venezky (Eds.). *Orthography, Reading, and Dyslexia*. Baltimore: University Park Press, 1980.

Explores the relationships between different writing systems and the languages they represent as well as their influence on success or failure in learning to read. Collects a wide range of research studies and incorporates investigations of Chinese, Japanese, Hebrew, Navajo, Finnish, Serbo-Croatian and Russian. The book concentrates on five areas of study: Orthography and Reading in Different Languages, Processing of Orthography in Learning to Read, Information Processing in Experienced Readers, Reading Failure, and Design of Literacy Programs and Methodology of Cross-National Research.

Klein, Howard A. "Cross-Cultural Studies: What Do They Tell Us about Sex Differences in Reading?" *Reading Teacher*, 30 (May 1977), 880-886.

Reviews findings on sex differences in reading achievement from research in different countries. Relates these studies to basic research on behavioral differences between males and females. Concludes that the theory that culture is the main cause of sex differences in reading is inadequately supported by the evidence available. Calls for more rigorous research methods.

Koehl, Robert, "The Comparative Study of Education: Prescription and Practice," *Comparative Education Review*, 21 (June/October 1977), 177-194.

Article seeks to assess the quality of comparison in comparative education as it is described in some generally known book reviews and journals focused on comparative education. Author discusses definitions, research base, and methodology of studies reported in periodicals such as *Comparative Education Review, Comparative Education*, and *International Review of Education.*

MacGinitie, Walter H. "Evaluating Readiness for Learning to Read: A Critical Review and Evaluation of Research," *Reading Research Quarterly*, 4 (1969), 396-410.

Analyzes the general nature of past research on reading readiness, its accomplishments and shortcomings. Recommends a reorientation of readiness revolving around the question, "What and how is this child ready to learn?" and a more informed and discriminating interpretation of readiness research. Delineates future redirection of research by warning of the hazards of interpreting findings when teaching methods and materials are not specified; when sample is too small; when retrospective inferences are made, especially in cases of inferences of no relationship; and avoidance of faulty interpretations of correlational relationships.

Noah, Harold J., and Max A. Eckstein. *Toward a Science of Comparative Education*, New York: Macmillan, 1969.

Describes, explains, and advocates the empirical method as a means of investigating problems in school and society and demonstrates its peculiar appropriateness as a research strategy for comparative education in its present state. Part one is a critical review of some major contributions to the field during the past century and a half. In part two, the authors discuss scientific method as a tool of social science investigation in general, and its relevance to comparative study in particular. Part three, using cross-national data, describes in detail

each major step of an empirical investigation from the initial formulation of a tentative problem to the critical evaluation of results. The conclusions in part four review the strengths and limitations of the scientific method in comparative education and the appendices contain some examples of alternative ways of handling the model hypotheses.

Perot, Suzanne Baird. "Problems in Cross-National Analyses of Reading Failure," *Reading Teacher*, 27 (1974), 375-378.

Presents dilemmas of variables in researching reading failure when attempting a comparison study between countries. These variables are different languages, writing systems; reading directionality; degree to which there is regular correspondence between a written symbol and the phoneme representation of that symbol; and cultural influences. Delineates the difficulties in equalizing variables; arriving at a workable definition of reading; and developing tests fair to all nations. Suggests much can be learned about the psycholinguistic nature of the reading process and etiology of reading failure through careful definition and research designs.

Staiger, Ralph C. (Ed). *The Teaching of Reading*. Paris: Unesco, 1973. Newark, Delaware: International Reading Association.

This Unesco sourcebook on curricula and methods is addressed mainly to primary school teacher trainers, but it also seeks to inform a wider audience—school administrators and writers. The purpose is to provide a simple, clear view of current research and experimentation and implications regarding objectives, content, methods, and materials in school reading programs. The contributors to this book are experienced educators from different parts of the world.

Unesco. *Statistics of Educational Attainment and Illiteracy 1945-1974*, Unesco Statistical Reports and Studies No. 22. Paris: Unesco, 1977.

Presents data on educational attainment and illiteracy in about 150 countries and territories throughout the world, and examines these data according to major population characteristics. Based on information available when report was prepared.

Studies and Descriptive Reports

Blom, Gaston, Mogens Jansen, and Peter Allerup. "A Cross-National Study of Factors Related to Reading Achievement and Reading Disability," in John E. Merritt (Ed.), *New Horizons in Reading*. Newark, Delaware: International Reading Association, 1976, 474-493.

Data from 12 countries were collected to highlight factors related to reading achievement and reading disability. Cluster analysis was used making it possible to indicate which countries do and do not resemble one another according to certain characteristics. For instance, on the whole, language as a factor in reading retardation was considered to be relatively low in importance. Sex differences, home, country, school, and teacher variables were also taken into consideration. Groups of countries were similar in some factors, dissimilar in others. Seven of the 12 countries were more similar, France being the one country most dissimilar.

Bowd, Alan D. "Linguistic Background and Nonverbal Intelligence: A Cross-Cultural Comparison," *Journal of Educational Research*, 68 (September 1974), 26-27.

Examines the relationship between linguistic background and nonverbal intelligence, using two groups of native Canadian children, one bilingual and the other monolingual. Results are interpreted as showing general support for a transfer-accretion model for the development of intelligence and abilities. Bilingual group was found superior on test of nonverbal intelligence (Raven's Progressive Matrices).

Braun, Carl, *A Transformational Analysis of Syntactic Development of Children from Varying Ethno-Linguistic Communities*, Research and Planning Report No. 2. Winnipeg, Manitoba: Manitoba Department of Youth and Education, 1969.

Examines English oral syntactic structures of first, fourth, and sixth grade pupils and English written syntactic structures of fourth and sixth grade pupils representing monolingual Anglo-Saxon, bilingual German, and bilingual French-Canadian.

Burnet, Mary. *a.b.c. of Literacy*. Paris: Unesco, 1965.

Purpose of this booklet is to acquaint the general public with the problem of illiteracy and the efforts being made to deal with it. Author discusses literacy programs in various parts of the world and informs about the use of media such as radio and television in the combat against illiteracy. When the book was written, the Unesco literacy campaigns had just begun in some countries. The background of the new selective program to eradicate illiteracy is presented and discussed in the book.

Clay, Marie M. "Language Skills: A Comparison of Maori, Samoan, and Pakeha Children Aged 5 to 7 Years," *New Zealand Journal of Educational Studies*, 5 (1970), 153-162.

Compares the performance on 5 measures of reading and related skills of three ethnic groups living in New Zealand. Most impressive was the change in status of Samoan children in relation to age.

Clay, Marie M. "Early Childhood and Cultural Diversity in New Zealand," *Reading Teacher*, 29 (1976), 333-342.

Describes the cultural setting and methodology of early reading instructions for Pakeha, Maori, and Samoan children in New Zealand. Outlines a cross-cultural study of children in these groups over two years of schooling and draws conclusions about the relationships of different language skills in learning to read.

Diggs, Ruth W. "Education across Cultures," *Exceptional Children*, May 1974, 578-583.

Professionals must meet the needs of culturally different children. Attention must be given to motivation, cultural background and its role in the educational process. Programs and instructional practices, inservice and preservice teacher programs, and parent and community involvement must enhance development of children from all ethnic groups.

Douglass, Malcolm P. "Beginning Reading in Norway," *Reading Teacher*, 23 (October 1969), 17-22, 47.

Makes comparisons of primary reading practices in Norway and the United States. Discusses a number of possible reasons for the relatively small number of cases of reading failure in Norway, as compared to the United States, such as centralized school systems, total class instruction, similarity in methods, phonetic regularity of the Norwegian language, later start in school, and teacher and parent expectations of success.

Downing, John. "Reading in America as Compared with Great Britain," in Margaret M. Clark and Sheena M. Maxwell (Eds.), *Read-*

ing: Influences on Progress. Ormskirk, Lancashire: United Kingdom Reading Association, 1970.

Proposes generalized hypotheses about similarities and differences between American and British reading. Two similarities are recognition of the significance of primary education and the key role of the teacher in improving standards of reading. Chief difference between American and British reading is in teaching methods. American methods are more curriculum centered; British methods are more child-centered. Discusses the respective advantages of these two methods and how they might be amalgamated.

Downing, John. "Cultural Priorities and the Acquisition of Literacy," *International Review of Education*, 19 (1973), 345-355.

Describes the Comparative Reading Project, which compares literacy acquisition in 14 countries with different cultures and languages, focusing on one aspect of the project—the way in which the value a culture places on literacy influences its acquisition by children. Despite individual differences in the attitudes of people within each nation, the fact remains that pressures on the child to learn literacy skills are greater in some countries than in others. There are clear indications that these pressures are based on cultural values.

Downing, John. "Is Literacy Acquisition Easier in Some Languages than in Others?" *Visible Language*, 7 (1973), 145-154.

States there are more items to be learned in the English system than is generally recognized. The sheer number of characters to be learned is not an important psychological factor; the extent of redundancy in the system is more important. Numerous alternatives may conceal the nature of the written code from the beginner and cause confusion. These variables in the writing system may prevent the child from perceiving that writing and print are indeed "visible language."

Downing, John. "Bilingualism and Learning to Read," *Irish Journal of Education*, 8 (1974), 77-78.

States that an important hazard for children's development of cognitive clarity regarding the nature of the learning task is a mismatch between the language and culture of children and the language and culture of reference in their instruction in reading. Several studies show that language mismatch causes retardation in the development of reading skill. Sometimes the perceived rejection of a minority culture and language destroys its dignity for its own members and speakers. Then it may be judged unworthy of a literary form, as seems to be the case with black dialects in the United States and the West

Indies. The improvement of reading standards requires that the child's own culture, language, and dialect be accorded higher value in school.

Downing, John. "Bullock: An International Perspective," in Donald Moyle (Ed.), *Reading: What of the Future?* London: Ward Lock, 1975.

Summarizes strengths and weaknesses of reading education in England. Strengths include the child-centered approach, concern for total development of the child, the language experience approach, integrated reading and writing, availability of books in school, local autonomy of the school, evolutionary change, freedom to read at the age of five, and child health and nutrition. Recommended changes include raising the academic status of reading, improving professional training in reading, providing for reading education beyond the infant school, better articulation between levels of school organization, better provisions for cultural and linguistic differences, smaller class size, abolition of streaming, greater use of applied linguistics, improved communication with parents, and revision of the concept of remedial reading.

Downing, John. "The International Seminar: Reading in Different Languages and Cultures," in Donald Moyle (Ed.), *Reading: What of the Future?* London: Ward Lock, 1975.

Reviews history of comparative reading studies. Argues that it is not merely a part of comparative education, but a discipline in its own right. Introduces and reviews other papers in the volume that have a comparative theme.

Downing, John. "En International Kommentar til de Ny Danske Laeseplaner" (An International Comment on the New Danish Curriculum Plans), *Laesepaedagogen*, 1976, 189-190.

Points out that wishes for an earlier start of reading instruction in Denmark must be seen in close connection with other countries and with the Danish tradition and, furthermore, that the best way of safeguarding children from negative and unfortunate experiences in reading is not to start too early.

Downing, John. "Strategies of Bilingual Teaching," *International Review of Education*, 24 (1978), 329-346.

States that in many countries the most frequently used strategy in teaching is to impose the majority standard language on minority language speakers, sometimes with mass failure results. Less com-

monly, initial literacy instruction is given in the pupils' mother tongue, and even less common is the strategy to teach in both languages. Little research evidence is available on this approach, but indications are favorable.

Downing, John. "How Society Creates Reading Disability," *Elementary School Journal*, 77 (March 1977), 274-279.

Proposes that, in all cultures and languages, the universal characteristic of learning to read is the need to comprehend how writing is related to speech. Cultures vary, however, in their social pitfalls for children's efforts to understand this relationship. Six examples are given: the timing and length of critical periods for achieving initial literacy, social pressure for literacy achievement, conflict with masculine or feminine sex role, customs that produce inadequate or harmful educational treatment, prejudice against languages and dialects not customary in school, and conservative attitudes toward linguistic innovations. Concludes that to understand children's learning problems one must take account of social causation as well as other bases.

Downing, John. "Learning to Read in Different Languages: Universals and Specifics" (in Japanese), *Dokusho Kagaku (The Science of Reading)*, 23 (June 1979), 20-24.

Reviews history of the development of different types of writing systems: logographic, syllabic, and alphabetic. Proposes that underlying these alternative codes are two groups of basic concepts about language and writing—functional and featural. Uses examples from comparative reading studies to demonstrate that the key factor in reading acquisition is the child's reasoning about these basic linguistic concepts. Summarizes the cognitive clarity theory of reading and relates it to the different types of writing systems.

Downing, John. "Reading Research in the Soviet Union," in Derek Thackray (Ed.), *Growth in Reading*. London: Ward Lock, 1979.

Describes the project to translate into English and disseminate Russian work on reading. Provides examples of similarities and differences between Soviet and North American findings on reading. One similarity is the problem of assimilating new research findings in ongoing educational practice. One difference is the Russian stress on the need for planning for long term transfer of learning in designing the reading curriculum for kindergarten and grade one. The translation project is still in progress.

Downing, John. "Cultural Expectation and Sex Differences in Reading," in John Edwards (Ed.), *The Social Psychology of Reading*.

Silver Spring, Maryland: Institute of Modern Languages (in press).

Reviews research evidence on all existing theories of sex differences in reading and their causes. Concludes that there is no valid evidence for a simple biological or genetic theory. Also, research does not support the theory that boys' reading achievements in North America are depressed by the femininity of the content of their basal readers. Nor does evidence support the theory that North American boys are at a disadvantage because of having female teachers. The causal explanation most strongly supported by comparative research is that children's sex role attitudes about reading are derived from cultural expectations, and that these sex role attitudes are an important factor in sex differences in reading achievement. Notes limitations of present state of knowledge and argues that the causal question must remain open while further research is conducted.

Downing, John, L. Ollila, and P. Oliver. "A Cross-Cultural Test of the Cognitive Clarity Theory of Reading," in P.L. Nacke (Ed.), *Interaction: Research and Practice in College-Adult Reading*. Clemson, South Carolina: National Reading Conference, 1974. Abstract also in *Resources in Education*, January 1975. ED 095 476.

Describes study conducted to test the Cognitive Clarity Theory. Five subtests of the Canadian Reading Readiness battery were administered to a sample of Indian (N=72) and non-Indian (N=92) kindergarten children from two districts in northern British Columbia. Subtests included orientation to literacy, understanding literacy behavior, technical language of literacy, visual letter recognition and letter-name knowledge, and initial phonemes. Multivariate analysis of variance revealed that the Indian children scored significantly lower on all subtests. There were no significant differences between sexes or school districts. Results appear to support the Cognitive Clarity Theory of learning to read.

Downing, John, L. Ollila, and Peter Oliver. "Cultural Differences in Children's Concepts of Reading and Writing," *British Journal of Educational Psychology*, 45 (November 1975), 312-316.

Reports an investigation of the hypothesis that cultural differences in home background are an important influence in the development of children's concepts of the purpose of writing and their concepts of language units employed in the orthography. Compares non-Indian and Indian pupils in Canadian kindergarten classes. The Indians were less able to recognize literacy acts, less cognizant of their purpose, and had poorer technical knowledge of units of speech and

writing. Concludes that this evidence supports the initial hypothesis. Children's comprehension of functional and featural concepts used in literacy instruction is influenced by sociocultural factors.

Downing, John, and others. "A Cross-National Survey of Cultural Expectations and Sex Role Standards in Reading," *Journal of Research in Reading*, 2 (February 1979), 8-23.

Reports a comparative survey of cultural expectations and sex role standards in Canada, Denmark, England, Finland, Israel, Japan, and the United States. A picture test showing various activities and objects was administered in each country to six subsamples that approximated to the levels of grades one, four, eight, twelve, college, and adult. Each activity or object depicted had to be ascribed as appropriate for either a boy or a girl. Cultural expectations and sex role standards about reading were found to be congruent within each country but expectations and standards differed between countries. In all countries, a majority of grade one boys began by perceiving reading as masculine. In Canada and the United States boys rapidly learned to perceive reading as feminine, but the majority of Danish and Japanese males at all ages continued to view reading as masculine.

Early, Margaret. "Review of Literature Education in Ten Countries," *American Education Research Journal*, 11 (1974).

Reviews Alan Purves' summary of the ten-country study of literature education. Concludes that the study achieved some of its goals by showing that certain aspects of literature are measurable across cultures. However, the study falls short of explaining the major school factors involved in differences in achievement levels, largely because there was too much unexplained variance in the results. Draws attention to the fact that top students in the United States achieve just as well in literature as top students in England, despite the greater selectivity of the English school system. Regrets the lack of implications for teachers.

Elias G.C., and D.E. Ingram. *Cultural Components of Reading*. SEAMEO Regional Language Center, Singapore University Press, 1977.

Examines psycholinguistic processes in reading and implications for the bilingual classroom, in view of the fact that the model of the world children develop is influenced by the cultural patterns and values they experience and by the languages they learn. Includes a glossary of terms and a bibliography of 160 items.

Feeley, Joan T. "Bilingual Instruction: Puerto Rico and the Mainland," *Reading Teacher*, 30 (1977), 741-744.

States that, in Puerto Rico, children learn English as a second language in first grade but reading in English is delayed until the third grade. By using the language experience approach, teachers seem to stress comprehension in reading rather than mere decoding. This approach is compared with the situation on the mainland, where, in most cases, the emphasis is on production of standard English rather than on reading for meaning.

Feitelson, Dina. "Structuring the Teaching of Reading According to Major Features of the Language and Its Script," *Elementary English*, 42 (1965), 870-877.

Presents model of a beginning reading program based on scholarship in language. The first few days of classwork present sound and then letter, in planned sequences. Author proposes that reading programs for different languages may share teaching devices when the languages have features in common. She also presents some major features of Hebrew and Hebrew script, and comparisons with English.

Feitelson, Dina (Ed.). *Cross-Cultural Perspectives on Reading Research*. Newark, Delaware: International Reading Association, 1978.

Includes selected papers from the Sixth IRA World Congress on Reading (Singapore, 1976). Gives examples of cross-cultural research on reading, describes reading and reading instruction in different countries and languages, and discusses some general principles of cross-cultural cooperation in reading research.

Foster, Marion E. "A Comparison of Reading Achievement of Christchurch, New Zealand, and Edmonton, Alberta, Students," unpublished thesis, University of Alberta.

Compares the achievement in reading vocabulary, speed, and comprehension of select samples of Christchurch Standard Four, of Christchurch Form One, and of Edmonton Grade Six. The Christchurch Standard Four and the Edmonton Grade Six would normally have been in school for six years. The Christchurch Form One and the Edmonton Grade Six would be the same chronological age. The social and educational environments of New Zealand, as observed by the investigator, have been included in this study to provide a background for the interpretation of the data.

Gray, William S. *The Teaching of Reading and Writing*. Paris: Unesco, 1956.

Reports on studies on eye movements in reading for 14 different languages and on surveys on reading research and teaching methods in

primary reading in 45 different countries. Gray states that no single method can be said to be more efficient than others in initial teaching of reading. In fact, research data from different countries reveal combined methods as being more effective. Many factors other than teaching methods influence a child's ability to learn to read: intelligence, home environment, and the teacher's skill and personality, as well as language variables. On the whole, Gray's book gives a comprehensive and valid outlook on the problems of promoting world literacy in its many varied aspects. Gray also arrived at the conclusion that more than 50 percent of the world's population is illiterate.

Harman, Davis. "Illiteracy: An overview," *Harvard Educational Review*, 40 (1970), 226-244.

Reviews various definitions of illiteracy and approaches taken to overcome it around the world. Reports estimates of illiteracy in the United States and continents of the world and makes recommendations for tackling the problem.

Harris, Albert, J. "Ivan and Johnny—A Critical Review," *Reading Teacher*, 16 (December 1962), 151-157.

Reviews the book *What Ivan Knows that Johnny Doesn't: A Comparison of Soviet and American School Programs* (A.S. Trace Jr., 1961), especially as concerns the teaching of reading and literature.

Johnson, Dale. D. "Sex Differences in Reading across Cultures," *Reading Research Quarterly*, 9 (1973-1974), 67-86.

Presents results of a study in four English speaking countries (England, Canada, Nigeria, United States). Previous research has shown girls read better than boys in the United States at elementary school level. Differences have been attributed to physiological-maturational factors or cultural-societal causes. In England and Nigeria boys scored higher than girls on most tests in the present study, while in Canada and the United States girls generally scored higher than boys. Results of the study indicate that sex differences in reading ability as measured by tests may be related to cultural influences.

Kirk Samuel A. "Ethnic Differences in Psycholinguistic Abilities," *Exceptional Children*, October 1972, 112-118.

Summarizes results of several research studies on psycholinguistic abilities of three ethnic groups—Blacks, Mexican-Americans, and Indians—as measured by the Illinois Test of Psycholinguistic Abilities. Compared to their other abilities and to other ethnic groups, black children seem to have superior ability in short term memory, while Indian and Mexican-American children appear to have superior ability in short term visual sequential memory. Ethnic group differences are hypothesized to be influenced by different child rearing practices.

Kirsch, Dorothy I., Robert S.V. Pehrsson, and H. Alan Robinson. "Expressed Reading Interests of Young Children: An International Study," in John E. Merritt (Ed.), *New Horizons in Reading*. Newark, Delaware: International Reading Association, 1976, 302-317.

Describes a study aimed at surveying and comparing the expressed reading interests of children in the first and second years of formal schooling in different countries. Children from Austria, Canada, England, Israel, Italy, Japan, the Netherlands, Panama, Sweden, and the United States participated in the study. There appear to be more similarities than differences among the expressed reading interests of first and second year children in the ten countries. Fairy tales and fantasies are preferred reading interests, with nonfictional topics preferred by second year children.

Klein, Howard A. "Cross-Cultural Studies: What Do They Tell about Sex Differences in Reading?" *Reading Teacher*, 30 (May 1977), 880-886.

Reviews some comparative studies with contradictory findings concerning sex differences in reading ability. Several research studies published in the United States have shown that girls surpass boys in most tests of reading skills. However, research data from different countries indicate that this might not be universally true. Some studies undertaken in Germany, Nigeria, Finland, and England reveal a more complex situation, suggesting cultural influences on reading behavior. Comparisons in the article also include research findings from the United States, Canada, Sweden, and Denmark. Thus, cross-cultural studies and interdisciplinary studies are important means in the attempts to explain sex differences in reading.

Leong, C.K. "Learning to Read in English and Chinese: Some Psycholinguistic and Cognitive Considerations," in Dina Feitelson (Ed.), *Cross-Cultural Perspectives on Reading and Reading Research*. Newark, Delaware: International Reading Association, 1978.

Gives an overview of English and Chinese symbol systems and discusses the meaning of the Word and the Sentence as concepts in the two languages. Author also relates "linguistic awareness" to learning to read in English and Chinese. He states that "in learning to read, the problem of finding the best segment—be it a phoneme, a syllable, a word, or a phrase—cannot be answered without knowing the nature of the task and the linguistic awareness of the beginning reader."

MacNamara, John. *Bilingualism and Primary Education*. Edinburgh: Edinburgh University Press, 1966.

Compares the English literacy attainments of English speakers in Ireland, receiving instruction in Irish only, with the English literacy

attainments of English speakers in Britain whose instruction was delivered in English. Author also compares the Irish literacy attainment of two groups in Ireland, one with Irish and one with English as their mother tongue. Native speakers of English in Ireland, Irish being their language of instruction, did not achieve the same standard in written English as did British children. Neither did they achieve the same standard in written Irish as did native speakers of Irish. These results indicate the ineffectiveness of this type of bilingual strategy.

Makita, Kiyoshi. "The Rarity of Reading Disability in Japanese Children," *American Journal of Orthopsychiatry*, 38 (1968), 599-614.

Results of a questionnaire survey addressed to school teachers in Japan revealed that the alleged incidence of reading difficulties was less than 1 percent of the school population, which is only about one-tenth of the incidence reported in Western countries. Author suggests that the low incidence in Japan may originate from the perfect grapheme-phoneme correspondence in the Japanese script system.

Malmquist, Eve. "A Decade of Reading Research in Europe, 1959-1969: A Review," *Journal of Educational Research*, 63, 7 (1970), 309-329.

Summarizes and reviews empirical reading research in Europe, 1959-1969, under the headings: Sociology of Reading, Psychology of Reading, and Physiology of Reading. An extensive bibliography of 181 items concludes the article.

Malmquist, Eve. "An International Overview of Primary Reading Practices," *Journal of Reading*, 18, 8 (May 1975), 615-624.

Notes that efforts have been made in most countries to assure success in learning to read during the initial stages, and the majority of studies in reading are directed to problems concerning primary reading. However, few cross-national studies have been accomplished, and the number of items of research are unevenly distributed among different geographical regions of the world. Some major areas for research in primary reading are beginning age, teaching methods, early reading, and prevention of reading failure. Author concludes that there is a great need for special institutions and centers with facilities to distribute information about research results in such a way that it is read and applied in classrooms.

Orlow, Maria. "Literacy Training in West Germany and the United States," *Reading Teacher*, 29, 5 (1976), 460-467.

Points out that German children read and write cursive script from the beginning while American children use manuscript writing and print. German children have substantial homework, and standards for each grade are high, causing a repeat rate much higher than that in the United States. Diagnosis and remediation of reading failure are influenced by American and British theory and practice.

Preston, Ralph C. : "Reading Achievement of German and American Children," *School and Society*, 90 (1962), 350-354.

Preston compared the reading abilities of German and American boys and girls in grades four and six. He found that in Germany boys usually are better readers than girls, while in the United States, the situation is reversed. The rate of reading failure was found to be higher among girls in Germany than among boys in the United States. Preston points out that cultural diversities between the two countries are important factors in explaining these sex differences. In German schools, male teachers outnumbered female teachers, while more than 90 percent of the teachers in the United States were female at the time of the study.

Purves, Alan C. *Literature Education in Ten Countries: An Empirical Study. International Studies in Evaluation II,* U.S. Educational Resources Information Center, 1973. ED 085 709

Surveyed the critical reading ability, interests, and preferred critical approaches of students aged 14 and 18 in ten countries. Found that, in most countries, the ability to read a literary text is correlated more closely with home background than with teaching style. School influences have their greatest effect on the critical responses of students. Showed that adolescents in each country are similar in their reading interests.

Samuels, S. Jay. "Cross-National Studies in Reading: The Relationship between the Sound-Letter Correspondence in Language and Reading Achievement," in J. Allen Figurel (Ed.), *Reading and Realism*. Newark, Delaware: International Reading Association, 1969, 846-853.

Starting with Bloomfield's article (1942) on sound-symbol relationships in different languages, Samuels discusses research studies, where comparisons are made of phoneme-grapheme correspondence in different languages and writing systems. Concludes that irregularities in orthography of languages such as English are likely to impair reading achievement.

Smith, Arthur E. "Attitudes of British and American Teachers toward Reading Instruction," *Reading World*, 18, 1 (October 1978), 13-21.

Compares attitudes of British and American teachers with respect to the place of reading in the curriculum and in the teaching process using a 24 item Likert-like scale. Responses reflected notable agreement. Disagreement occurred on items tying designated competency levels to satisfactory completion of secondary school; influence of television viewing on children's reading abilities; adequacy of standardized tests for reading ability assessment; necessity of direct reading instruction; effectiveness of published series; and good readers viewed as risk takers. Suggests expanding the study through the use of a larger population and correlating teacher attitudes with pupil reading achievement.

Spolsky, Bernard. "A Model for the Evaluation of Bilingual Education," *International Review of Education*, 24, 3 (1978), 347-360.

Proposes to deal with bilingual education with a model that maps relevant factors on a single and integrated structure. The article concludes with a brief sketch of the situation of bilingual education on a Navajo reservation and in Micronesia. Argues that only a model as complex as this makes it possible to recognize the features underlying the many different bilingual programs in the world today.

Staiger, Ralph C. "Developments in Reading and Literacy Education 1956-1967," in William S. Gray, (Ed.), *The Teaching of Reading and Writing*, Second Edition. Paris: Unesco, 1969.

Article adds a survey of recent practices in primary reading around the world to the investigations made by Gray in 1956.

Steffensen, Margaret S., Chitra Joag-Dev, and Richard C. Anderson. "A. Cross-Cultural Perspective on Reading Comprehension," *Reading Research Quarterly*, 15, 1 (1979), 10-29.

Describes recall of information from culturally-specific passages. Elaborates on the importance of culturally-specific background knowledge for comprehending discourse, and the culturally-specific nature of the information recalled.

Tanyzer, Harold, and Jean Karl (Eds.). *Reading, Children's Books, and Our Pluralistic Society*. Newark, Delaware: International Reading Association, 1972.

Focuses on two minority groups in American society: Blacks and Spanish speaking Americans.

Thorndike, Robert L. *Reading Comprehension Education in Fifteen Countries*. Stockholm: Almqvist and Wiksell, 1973.

Summarizes and interprets results of a 1970 reading survey conducted on pupils at three age levels, in fifteen countries, by the International

Association for the Evaluation of Educational Achievement (IEA), Stockholm. Shows that international surveys of this kind are possible, using the same (or translated) reading passages and questions. Conclusions are: home background accounted for most differences in achievement; developed countries achieved at higher levels than developing countries; after age 10, very little teaching is specifically devoted to reading skills; and number of years of schooling are not strongly related to reading achievement.

Unesco. *The Experimental World Literacy Program: A Critical Assessment*. Paris, 1976.

Between 1964 and 1974, Unesco initiated and sponsored an Experimental World Literacy Program aimed at exploring and evaluating the relationship between literacy and economic and social development in various countries and trying out new strategies for teaching. Large scale functional literacy projects were carried out in Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria, and Tanzania. Discusses what was learned from the projects in the mentioned countries. Intended for a wide audience of individuals and groups interested or active in literacy and development at national or international levels. Attempts to trace the successes and failures of the projects, and provides useful guidance for relating efforts in the field of literacy to broader programs of integrated development and lifelong education.

Vernon, P.E., N.B. O'Gorman, and A. McLellan. "A Comparative Study of Educational Attainments in England and Scotland," *British Journal of Educational Psychology*, 25 (1955), 195-203.

Reports a comparative survey of the educational attainments of all children aged 8, 11, and 14 in one English and one Scottish school district. Students were tested in reading comprehension, spelling, mathematics, general knowledge, composition, and intelligence. Although the English pupils demonstrated slightly higher scores on group intelligence tests, the Scottish girls were more advanced at all age levels and the Scottish boys were ahead of the English boys at age 8 but lost most of this advantage by age 11.

Wolfram, Walt. "Sociolinguistic Alternatives in Teaching Reading to Nonstandard Speakers," *Reading Research Quarterly*, 6, 1 (1970), 9-33.

Reviews the alternative strategies in teaching reading to lower class black children, based on research in the field of sociolinguistics. Strategies discussed are the retention of extant materials with adjustments in teaching procedures and the revision of basic materials. Review of these alternatives deals with both the linguistic and sociocultural factors that contribute to a sociolinguistic

perspective. Concludes that the acceptance of dialectally appropriate reading of extant material should be initiated while further experimentation takes place with the revision of current materials and the use of dialect primers.

Young, Jean Ashmore. "An Objective Comparison of Achievement in the Basic Subjects for Matched Groups of Children in Manchester, England, and Edmonton, Alberta," unpublished thesis, University of Alberta, 1963.

Compares achievement in the three basic subjects—reading, arithmetic, language—of selected groups of 9 year old and 14 year old children in Manchester and Edmonton. Brief summary of the organization of the school program and the curriculum for instruction in the Manchester and Edmonton schools was included in the study to provide a background for the interpretation of the findings.

Österberg, Tore. *Bilingualism and the First School Language: An Educational Problem Illustrated by Results from a Swedish Dialect Area.* Umeå, Sweden: Vasterbottens Tryckeri AB, 1961.

Deals primarily with a language problem in a northern Swedish province, where inhabitants use a dialect essentially different from the standard language. According to the author's definition of bilingualism, these people are bilingual. Experiments show that initial teaching in dialect (mother tongue) in the first grade is favorable to the children regarding reading comprehension and vocabulary in standard Swedish. Author concludes that this teaching method is applicable in many areas of the world where nonstandard dialect is predominant, as well as in traditionally bilingual areas. Includes a discussion of the effects of bilingualism.

Reviews and Descriptions of the State of Art Regarding Research and/or the Teaching of Reading

Anderson, Jonathan (Ed.). *Learning Disabilities: Diagnosis and Treatment.* Armidale, New South Wales, Australia: University of New England, 1971.

Volume deals with a variety of aspects in the diagnosis and remediation of learning disorders, from the initial step of recognizing the child with a learning disability, through a behavioral analysis of the child's problem and a consideration of the correlates of learning disability to a formulation of a diagnostic hypothesis and, finally, to specific remediation programs designed to overcome the areas of deficit. Strong emphasis is placed on reading.

Anderson, Jonathan (Ed.). *Children's Learning Difficulties: Remedial Strategies.* Armidale, New South Wales, Australia: University of New England, 1973.

Author discusses "Diagnosing Difficulties in Language and Number" with reference to methods of evaluation, standardized tests, tests of reading, and other language tests. Also discussed are factors which may hinder reading development, basic educational principles associated with successfully starting children on a reading program, and a suggested program for teaching older students with reading disabilities.

Anderson, Jonathan (Ed.). *Children's Learning Difficulties: Issues and Strategies in Remedial Education.* Armidale, New South Wales, Australia: University of New England, 1974.

Of the ten papers included in this report, six are directly related to reading: "Speech and Language Development in Relation to Reading," "School and Classroom Organization," "Learning to Read: Methods and Processes," "Phonics and the Remedial Program," "Remedial Reading in the Secondary School," and "The Special Problems of Migrants."

Anderson, Jonathan (Ed.). *Children's Learning Difficulties: Intervention and Remediation.* Armidale, New South Wales, Australia: University of New England, 1975.

Papers include "Teacher Diagnosis of Reading Problems" and "The Problems of Older Students." Topics covered with particular reference to reading, are: Reading Games, Synthesis of Phonic Elements, Teaching Reading to Slow Learners through Music and Song, Decoding Skills at the Upper Primary Level (Grades 3-6), and Designing a Booklet for an Adult Disabled Reader.

Anderson, Jonathan (Ed.). *Children's Learning Difficulties: Developing Literacy and Numeracy Skills at All Levels.* Armidale, New South Wales, Australia: University of New England, 1976.

The question of standards of literacy and numeracy has been the most intensely debated educational issue since the mid seventies and formed the theme for the Fifth Residential Schoool on learning difficulties. Speakers from all Australian states spoke on a variety of topics: reading in secondary schools, the findings of research on learning difficulties with particular reference to oral reading miscue research, adapting procedures for use in the ordinary classroom and the educationally different, with emphasis on the migrant child to whom reading English is a second language.

Arbeitskreis Grundschule. *Fibeln und Erstlesewerke, Bd. I und II,* Frankfurt, 1976-1977.

The "Arbeitskreis Grundschule" is a West German organization of teachers and scientists with the aim of improving the curriculum and the situation of the primary school (smaller classes). The two volumes contain articles from reading experts and teachers, covering a wide range of issues: descriptions of current basal readers and learning to read programs, experiences of teachers with these materials, recommendations for teaching reading and writing, and linguistic factors in learning to read. Stresses the importance of the child's activity and individuality in learning to read.

Artley, A. Sterl. "The Teacher Variable in the Teaching of Reading," *Reading Teacher,* 23 (1969), 239-248.

Reviews studies looking at variables in teaching of reading to identify significant teaching behaviors. Emphasizes need for a different research approach that can be used in developing pre and inservice teacher education programs. Suggests formulating a broad and inclusive concept of reading maturity; identifying the teacher variables that might differentiate the effective from the ineffective teacher; and subjecting those variables to measurement and determining their relation to pupil changes or growth. Ultimate criteria of a reading program are changes in learner.

Artley, A. Sterl. *Trends and Practices in Secondary School Reading.* Newark, Delaware: International Reading Association, 1968.

This summary of research in secondary reading attempts to bring together in a condensed manner relevant research and periodical literature published in the 60s. Studies are grouped in the following categories: Status of Reading Achievement, Factors Related to Continued Growth in Reading, Programs of Reading Instruction, Instructional Procedures, Reading Interests, and Personnel.

Austin, Mary, C. "Scope of Reading in the United States," in Marion D. Jenkinson (Ed.), *Reading Instruction: An International Forum.* Newark, Delaware: International Reading Association, 1967, 53-60.

Describes five major aspects of American reading programs: 1) developmental reading instruction; 2) special help for teachers of "content" subjects; 3) corrective or remedial instructions; 4) provision for other atypical learners; and 5) guidance of personal, independent reading. Diagnostic teaching considered necessary. American programs stress the importance of readiness for all reading activities as well as for beginning reading instruction; teaching reading as a continuous part of a curriculum from elementary school through adult levels; developing necessary skills by content area teachers; recognizing and providing for individual differences; valuing personalized or independent reading.

Bathory, Z., and J. Kadar-Fullop. "Some Conclusions for Curriculum Development Based on Hungarian (IEA) Data," *Comparative Education Review,* 18, 2 (1974), 228-236.

Faced with the findings that Hungarian students achieved "good or medium" results in science and "medium to weak" results in reading, a board of curriculum experts conducted an investigation of the test items covered to see if all items were included in the courses of study and methods used in teaching. Concluded that part of the difficulty was that little teaching in reading occurred after grade four. Other findings pointed to inappropriate and outdated teaching strategies: synthetic spelling out reading instruction to grade four; too varied readability range in texts; and little cognitive aspects of reading defined for grades five through eight.

Blom, Gaston E., R.R. Waite, and S.G. Zimet. "Content of First Grade Reading Books," *Reading Teacher,* 21 (1968), 317-323.

Describes findings of a research project undertaken to analyze the contents of stories in first grade readers and children's responses to these stories. Dimensions investigated included reading level, story themes, environmental setting, several attributes of story characters, sex of activity depicted in stories, age and outcomes of these activities,

agent of failure or frustration, and object of failure or frustration. Suggests inaccurate and unrealistic portrayal of life in many textbooks.

Bloom, S. "Israeli Reading Methods for Their Culturally Disadvantaged," *Elementary School Journal,* 66 (1966), 300-310.

Describes three successful Israeli methods of teaching reading to culturally different children. Twenty-five classes, matched on socioeconomic status and parent occupation, were assigned to each of six methods. The three successful methods shared principles of learning such as making the increment of learning very small; providing limited goals children are capable of achieving; repeating each stage; emphasizing child participation; keeping cues and rewards meaningful to children; using learning games; giving children successful experiences; and checking pupil achievement at each stage of reading.

Bond, Burtis. "Some Aspects of Educating the Cuban Refugee Student," *Clearing House,* 38 (1963), 77-79.

Seeks to develop understanding of the Cuban refugee through a historical comparison with English colonials and early twentieth century Italians. Describes educational procedures used in the Dade County, Florida, school system. Enumerates and interprets cultural patterns such as social strata, family structure, emotional and social behavior patterns, time relationships, and educational background.

Bond, Guy, and Robert Dykstra. "The Cooperative Research Program in First Grade Reading," *Reading Research Quarterly,* 1 (1967), 5-142.

Compiles the results of 27 individual studies. Best predictor of reading achievement is the ability to identify letters of the alphabet prior to any reading instruction. Based on word recognition skill achievement, nonbasal reading programs were superior to basal programs. When criteria for achievement in comprehension, study skills, and reading accuracy were used, the differences between basal and nonbasal reading programs were not as conclusive. Studies revealed that no one single method of teaching is superior to another.

Booth, Heather. "Compensatory Preschool: Do Its Effects Justify Its Existence?" *Educational Review,* 28 (1975), 51-59.

Relates evidence that socioeconomic factors affect the test performance of students and that intervention at an early age narrows the gap between advantaged and disadvantaged. Discusses programs for preschoolers established in the United States and Great

Britain. Short term gains were positive, but results were not maintained over longer periods of time. Suggests areas for further consideration: effectiveness of methods; flexible, well-planned and well-supervised programs; intervention at a later age; social and emotional development.

Bourke, S.F., and J.P. Keeves. *Australian Studies in School Performance. Volume 1, Literacy and Numeracy in Australian Schools: A First Report.* ERDC Report No. 8. Canberra: Australian Government Publishing Service, 1976.

Bourke, S.F., and R. Lewis. *Australian Studies in School Performance. Volume 2, Literacy and Numeracy in Australian Schools: Item Report.* ERDC Report No. 9. Canberra: Australian Government Publishing Service, 1976.

Bourke, S.F., and J.P. Keeves. *Australian Studies in School Performance. Volume 3, The Mastery of Literacy and Numeracy: Final Report.* ERDC Report No. 13. Canberra: Australian Government Publishing Service, 1977.

These three volumes report research conducted by the Australian Government Education Research and Development Committee, with the assistance of the Australian Council for Educational Research, which aimed in 1976 to measure the literacy and numeracy skills of ten and fourteen year-old children in Australian schools. Volume 1 sets out the background to the study: the administration of the study and an initial report on the findings. Volume 2 describes the nature of the tests in detail (criterion referenced rather than normative tests) and presents the results of students on each item used in the Reading, Writing, and Numeration tests at both levels (first stage analysis only). Literacy results were comparable with similar results in the United Kingdom and United States of America, but numeracy skills proved cause for concern, especially in the fourteen year old bracket. Volume 3 summarizes the results of the survey in detail with particular reference to specific groups of students and provides some unexpected outcomes with lower achievement not necessarily associated with some traditionally expected groups. Implications of the study are also discussed.

Boyce, Eleanor. "Canadian Readers Since 1846: A Study of Their Merits and Weaknesses as Instruments of Education," unpublished doctoral dissertation, University of Manitoba, 1949.

Describes reading books used by educators in Canada from 1846 through 1949. Analyzes the major series of readers authorized since 1867 on various dimensions such as mechanical features, content,

level of difficulty, and teaching aids. Discusses important influences such as changing philosophies of life; changing attitudes toward the young; and other sociological, political, and educational factors.

Bracken, Dorothy K., and E. Malmquist. *Improving Reading Ability around the World.* Newark, Delaware: International Reading Association, 1970.

Highlights reading problems, reading development, and research in various countries. Describes reading practices and challenges for the future in Australia, Canada, Germany, Great Britain, India, Iran, New Zealand, South Africa, and the United States of America.

Chao, Yen Ren. *Aspects of Chinese Sociolinguistics.* Stanford, California: Stanford University Press, 1976.

Author has been a recorder of Chinese dialects and a pioneer in the child language and sociolinguistic studies of Chinese. His essays demonstrate linguistic theories and comparative studies. Contents include: Languages and Dialects in China, Chinese As Symbolic System, General Chinese, Problems in Chinese-English-Chinese Lexicography, Chinese Tones and English Stress, Logical Structure of Chinese Words, Ambiguity in Chinese, Chinese Terms of Address, and Formal and Semantic Discrepancies between Different Levels of Chinese Structure.

Charis, Constantine P. "The Problem of Bilingualism in Modern Greek Education," *Comparative Education Review,* 20 (1976), 216-219.

Reports on a research study by Christos Frangos of the two language forms used in Greek Schools: *Demotic* language of the home used in the elementary schools and *Kathavevousa* used in the courts, in the government, and in secondary schools. Results for fluency, speed of comprehension, and expressive reading favored the demotic linguistic for all types of readers in all grades. Thus pupils taught in one language while using another language at home are at a disadvantage. Frangos recommends the use of the demotic style for all schoolwork.

Chiland, Colette. "The Teaching of Reading in France," in John Downing and Amy L. Brown (Eds.), *The Second International Reading Symposium.* London: Cassel, 1967, 35-70.

Author describes methods of teaching reading with examples from French reading schemes and primary readers, and discusses analytic versus synthetic methods. She points out some structural aspects of French schools with a direct bearing on reading instruction and mentions the course of progress and research in teaching children to read.

Chu, Yu-Kuang. *A Comparative Study of Language Reforms in China and Japan*. Skidmore College Faculty Research Lecture 55-2. Saratoga Springs, New York: Skidmore College, 1969.

Compares the Chinese character reform movements in China and Japan. 1) China selected 2,000 characters in 1952; Japan 1,850 in 1946, whose contents are different. 2) China promulgated simplified forms in 1956; Japan a standard orthography list in 1949, whose forms are not always identical. 3) China officially adopted 26 Latin alphabets in 1958; Japanese scholars were unsuccessful in Romanization. Republic of China selected basic words for elementary education only; without official encouragement for simplification; with opposition to Romanization. Conclusion: Further reform movements in China and Japan may break the links formed by the common use of ideographs.

Clark, Margaret, M. *Reading Difficulties in Schools*. Harmonsworth, Middlesex, England: Penguin, 1970.

Examines the reading abilities of seven year old children in a Scottish county with a view toward determining the proportion of children with specific reading disabilities at ages eight and nine years.

Clay, Marie M. "Emergent Reading Behavior," unpublished doctoral dissertation, University of Auckland, 1966. [Summarized in Marie Clay (Ed.), "The Reading Behavior of Five Year Old Children," *New Zealand Journal of Educational Studies*, 2,1 (1967), 11-31.]

Describes a longitudinal study of the reading behavior of 100 New Zealand children in their first two years at school and develops a theory of how children learn to read.

Davis, D., and Arich Lewy. "What Can Students Read? The Level of Reading Mastery in Israeli Schools," *Comparative Education Review*, 18, 2 (June 1974), 248-261.

IEA reading comprehension tests, serving the functions of measuring individual differences and determining the rank order position of an individual within a defined group of persons, were used to provide information in a third area—the mastery level of well-defined reading assignments of different types. Study important for two reasons: 1) serves as a demonstration scale for authors of instructional material and children's literature to see percentage of an age group that will understand texts, and 2) aids in identification of population areas in need of further educational resources since a criterion referenced approach was used instead of normative approach.

Dawson, Mildred, A. (Compiler). *Developing High School Reading Programs*. Newark, Delaware: International Reading Association, 1967.

Collection of articles from IRA Journals and Convention Proceedings dealing with the setting up and administration of developmental and remedial secondary reading programs.

Deutsches Institut fur Fernstudien und der Universität Tübingen, *Fernstudienlehrgang Legasthenie*, 5 Studienbegleitbriefe, Weinheim und Basel, 1974.

Developed by a team of researchers and teachers, this program consists of 5 "Studienbegleitbriefe" and a broadcast program [published in Angermaier et al. (Eds.). Legstehenie, Frankfurt, 1976]. Provides information and practical suggestions for teachers concerning the multiple causation of reading difficulties; tests for diagnosing intelligence, reading and spelling abilities; principles for remediation, organization of remedial instruction; procedures for improving reading and spelling; materials for reading and spelling disabled children, and procedures to improve motivation and concentration. Stresses the importance of general language training, motivation and emotional stability, and cooperation between parents and teachers.

Downing, John (Ed.). *The First International Reading Symposium.* London: Cassell. New York: Day, 1966.

Selection of papers on reading readiness, approaches to reading, reading failure, and developments in teaching reading.

Downing, John. *Evaluating the Initial Teaching Alphabet.* London: Cassell, 1967.

Describes two large-scale experiments in Britain on the effects of simplifying English spelling. Classes using the traditional orthography were compared with other classes using simplified spelling (initial teaching alphabet). Chief conclusion was that the traditional orthography of English is an important cause of difficulty in the early stages of learning to read and write. Includes review of previous research on this problem and notes the neglect of the potential of cross-language studies of the orthography variable.

Downing, John. *Reading and Reasoning.* Edinburgh: Chambers. New York: Springer, 1979.

Sets forth the postulates of the "cognitive clarity theory" of reading with supporting evidence from research. Suggests practical applications in the classroom. Argues that *both* code emphasis and meaning emphasis methods of reading instruction are essential for the development of the fully literate person. From the beginning, children need to develop awareness of both the technical features of language and its communication functions. Contains numerous references to comparative reading studies. Over 30 countries are mentioned.

Downing, John, and Amy L. Brown (Eds.). *The Second International Reading Symposium.* London: Cassell, 1967.

Selection of papers on past and present practices in the teaching of reading, research and theory, new approaches to beginning reading, and problems of retarded readers.

Downing, John, and Amy L. Brown. *The Third International Reading Symposium.* London: Cassell, 1968.

Selection of papers on the modification of the school curriculum in reading as a result of changes in school and home environment. Psycholinguistic and sociolinguistic problems in reading instruction in Britain and the United States are among the themes included.

Downing, John, and Derek Thackray. *Reading Readiness.* London: Hodder and Stoughton, 1975. Also Spanish translation, *Madurez para la Lectura.* Buenos Aires, Argentina: Kapelusz, 1974.

Reviews theories and research evidence on reading readiness. Describes the evolution of the "readiness" concept. Examines physiological, neurological, environmental, emotional, and intellectual factors. Includes survey of research on effectiveness of methods of training readiness. Each section concludes with practical advice for teachers. Some comparisons made with reading in Finland, Japan, Nigeria. Chapter on "Environmental Factors" includes section on cultural and subcultural variables in reading readiness.

Downing, John, and Che Kan Leong. *The Psychology of Reading.* New York: Macmillan (in press).

Reviews research in psychology that can be applied in reading instruction. Chapters cover skill acquisition, orthography, psycholinguistics, language awareness, neurology, hearing, speech, vision, perceptual and coding processes, cognition, emotion and motivation, home background, school environment, and reading disabilities. Considerable attention given to comparative reading studies, especially in chapters on orthography, home background, and school environment.

Elliott, Claire, and J. Anderson (Eds.) *Literacy: A Focus on the Future.* Adelaide, Australia: South Australian Reading Association, 1975.

First Australian Reading Conference workshops, seminars, and lecture sessions explored many aspects of reading and related literacy skills. Attention given to issues such as preservice and inservice courses, facilities in reading, and the development and use of reading materials. Other topics covered were: spelling, the need for teachers to make the acquisition of reading and language skills meaningful for children, the emerging areas of need for the teaching of language and

reading in the United Kingdom, testing for literacy, reading English as a second language, and the use of children's literature in the reading program.

Elley, Warwick B., and Cyril W. Tolley. *Children's Reading Interests.* Wellington, New Zealand: Council for Educational Research, 1972.

Describes results of a representative survey of 2,000 pupils (ages 8-14) at 4 class levels in the Wellington district of New Zealand. Children were asked to rank reading in relation to other leisure time pursuits; to identify favorite authors and books; and questions about their choices of books, magazines, and comics. Interest in reading was relatively high and increased with age, particularly among girls. Marked sex differences were found in favorite topics and books. Contrasts were drawn with other surveys.

Ferdinand, W. *Ueber die Erfolge des ganzheitlichen und des synthetischen Lese-(Schreib)Unterrichts in der Grundschule.* Essen, 1970.

Describes an experiment designed to measure the effect of two different methods of learning to read. 690 first graders were matched with regard to reading readiness and assigned on a random basis to a phonic and a look-and-say approach in learning to read. At the end of first grade, children with the phonic method showed significantly higher scores in oral reading, reading comprehension, and spelling ability. At the end of second and fourth grades, the differences had disappeared.

Fujimwa, O., and R. Kagaya. "Structural Patterns of Chinese Characters," paper presented at the International Conference on Computational Linguistics, Sånga-Säby, Sweden, September 1969.

Proposes a system for specifying patterns of Chinese characters.

Fukuzawa, Shusuke. "Developmental Study on the Factors of the Difficulty in Reading Kanji" (Ideographs in Japan), *Science of Reading*, 11 (March 1968), 16-21.

Investigates factors affecting the reading of Kanji characters. 40 Kanji characters were selected in accordance with 8 conditions, each consisting of 3 factors: 1) complex/less complex, 2) frequent/less frequent appearance in books, and 3) familiar/less familiar as a word. 136 third, 126 fifth, and 134 seventh graders in Japan were asked to read the Kanji characters. The most dominant factor turned out to be familiarity, with frequency in books another important factor, while the complexity of Kanji characters had no affect on reading. (Written in Japanese)

Garcia de Lorenzo, Maria Eloisa. "Frontier Dialect: A Challenge to Education," *Reading Teacher*, 28 (1975), 653-658.

Expresses concern for the education of children living on the frontier between Uruguay and Brazil. Grade retentions caused by difficulties in reading are more prevalent in that locale than other parts of Uruguay. Historical, socioeconomic, and political comparisons are made between Brazil and Uruguay. Author's research detected significant linguistic factors affecting the development of reading and writing.

Gayfer, Margaret. *An Overview of Canadian Education*. Toronto: The Canadian Education Association, 1974.

Brief general and technical overview of education in Canada with particular reference to how elementary and secondary education are structured and supported.

Gibson, Eleanor J. "The Ontogeny of Reading," *American Psychologist*, 25 (1970), 136-143.

Traces early history of writing behavior and the developmental stages of scribbling in infants. Surveys research which indicates that children have the ability to distinguish among pictures, scribbles, writing, and numbers. Socioeconomic status was a positive factor in identification. This differentiation is a low level reading skill. The crux of reading lies in the process of decoding written symbols to speech. Little is known about this process except that it is not paired-associate learning. Reports various possibilities for unit-forming principles: white spaces between words, unit formation in speech, and orthographic rules.

Gjessing, Hans-Jørgen. "The Concept of Reading Readiness in Norway," in Marion D. Jenkinson (Ed.), *Reading Instruction: An International Forum*. Newark, Delaware: International Reading Association, 1967, 70-79.

Reports that only really comprehensive investigation of reading readiness undertaken among Norwegian children seems to show that two factors in the aptitude pattern are particularly important: a general intelligence factor and a linguistic-sensory factor. Serious cases of reading disability often appear to be closely linked to a delayed speech development and to behavior variables such as lack of obligation, accuracy and independence, and insufficient ability to concentrate.

Golinkoff, R. Michnick. "A Comparison of Reading Comprehension Processes in Good and Poor Comprehenders," *Reading Research Quarterly*, 9, 4 (1975-1976), 632-659.

Surveys research that analyzes processes employed by readers and compares differences in application of these processes by good and poor comprehenders. Good comprehenders are characterized as being able to: 1) recognize words rapidly and accurately; 2) read in phrase-like units; and 3) adapt their style of reading to their purpose. Two types of poor comprehenders are identified: *deficit* (lacking vocabulary skills, decoding skills, and text organization skills); *difference* (lacking text organization skills). Poor comprehender characteristically reads opposite of good comprehender. Greatest differences between good and poor comprehenders were detected in the processes of decoding and obtaining meaning from longer passages. Less difference was noted between the two groups in obtaining meaning from single words.

Goodacre, E.J. *Reading in Infant Classes*. Slough: National Foundation for Educational Research in England and Wales, 1967.

Describes a 1959 survey of teaching practices and conditions in 100 Infant schools in London. Principals and kindergarten teachers responded to questionnaires. Provides information regarding methods of teaching reading, reading materials and library facilities, assessment of reading achievement, school conditions, and social area. Reading attainment (both tested and teacher estimated), was investigated in relation to two variables: type of school organization (Infant only or Infant and Junior combined), and social background of the school (lower working class, working class, or middle class). Concludes that type of school organization was related to size of school, but unrelated to reading achievement. Social area had little effect upon teaching methods, materials, or standards. Social area, however, was related to reading achievement. Achievement of lower working class children was poorer than achievement of working class and middle class children. Difference in achievement between working class and middle class children was not significant.

Goody, Jack (Ed.). *Literacy in Traditional Societies*. London: Cambridge University Press, 1968.

Focuses on the effects of literacy more than methods of transferring literacy skills, communications (a la McLuhan), or communication as information. Goody has focused upon literacy as societal enabler and views the oral tradition ("traditional society") and the impact of literacy. Yet he avoids anthropology, psychology, sociology, and history insofar as one may and still address questions of culture, human behavior, social and institutional behavior, and lessons of retrospect This is not a book of "how to" but of "and therefore...."

Grundin, Hans U. *Läs- och skrivförmågans utveckling genom skolåren (The Development of Reading and Writing Skills through the School Years)*, SÖ Report No. 20. Stockholm, Sweden: Liber Läromedel, 1975.

Reports and discusses the results of a research project studying the development of reading and writing skills among Swedish students aged 7-19 years. About 2,600 students were tested twice with some ten different reading and writing tests. With few exceptions, there seems to be a continuous growth of reading skills throughout the school years. However, there is no indication that school has the effect of closing or diminishing the gaps between student groups at different performance levels. The concept of functional literacy also is discussed in the book. (In Swedish with a summary in English)

Grundin, Hans U. *Läs- och skrivfärdigheter hos vuxna (The Reading and Writing Abilities of Adults)*, SÖ Report No. 29. Stockholm, Sweden: Liber Läromedel, 1977.

Follow-up of a survey of the reading ability of Swedish students, aged 7-19 years. A cross-section of 25 and 35 year olds in a Swedish city were invited to take part in the study. 371 men and women agreed to participate. The younger group had an average school education of 11.7 years, the older, 8.6 years. Comparisons indicate that best results in reading abilities are reached through a combination of long schooling and subsequent development through adult life experiences. 7 and 13 percent of the participants in the respective groups seem to fall below a functional literacy level of 6 years of schooling (in Sweden corresponding to the age of 13). (In Swedish with a summary in English)

Hakulinen, Lauri. *The Structure and Development of the Finnish Language*. John Atkinson, translator. Bloomington: Indiana University Publications, 1961.

Describes distinguishing phonological, syntactic, and semantic features of the Finnish language. Emphasis given to historical evolution of linguistic structures, especially with regard to the phonology and vocabulary of Finnish (somewhat less attention is directed toward the grammatical structures of the language). Specific structures of Finnish are compared with linguistic structures of other languages.

Harris, A.J., and E.R. Sipay. *How to Increase Reading Ability*, Sixth Edition. New York: McKay, 1975.

Describes all relevant aspects of teaching reading: developmental reading programs from readiness through college, evaluation and

diagnosis, correlated factors and causal theory of reading and reading disability, basic principles of remedial teaching, developmental and remedial teaching of word identification, comprehension, study skills, interests, and rate of reading.

Hildreth, Gertrude. "On First Looking into a Greek Primer," *Reading Teacher*, 21, 5 (1968), 453-463.

Author describes her observations of Greek children in first and third grades learning to read and write. She talks about how the children she observed in Athens learn these skills in a language which is written with a phonetic alphabet and a regular, consistent spelling system.

Hofer, A. (Ed.). *Lesenlernen: Theorie and Unterricht*. Düsseldorf, 1976.

Presents articles of well known American psychologists, linguists, and psycholinguists and attempts to integrate their ideas into the discussion on learning to read in Western Germany. Discusses reading and language development, psychological models of reading, diagnosis of reading levels, and methods of reading instruction.

Hong, Woong Sun. "Review and Perspective of Reading Education in Korea," paper presented at the Seoul International Seminar on Reading, August 1976.

Describes new trends and perspectives in elementary school reading instruction. Reviews language curriculum changes which reflect importance of reading instruction in language education in spite of insufficient reading research to supply further specified objectives and methods for children's cognitive development in reading. Meaning-emphasis word/sentence method is principally employed at the beginning level; code-emphasis letter combination method is also recognized as an important approach, and further research is encouraged in this area. At the functional level, comprehension has occupied the most important position; now reading speed with appropriate understanding is emphasized in research and in "visual reading" instruction.

Horikawa, Naoyoshi. *A Study of Readability in Japanese Sentences*, Report of the Research Institute of the Asahi Shimbun. Tokyo: Asahi Shimbun-sha, 1957.

Investigates readability factors in Japanese passages. Each of two explanatory and two literary passages was presented in eight versions based on long versus short sentences, complex versus simple sentences, and more versus fewer Kanji characters. Method of paired

comparison was used for the 32 passages with 1,300 ninth grade subjects. Results show that, with the exception of extreme cases, explanatory passages are readable when they have more Kanji and more complex sentence structure, but sentence length has no significant effect on readability. Literary passages are readable when they have fewer Kanji and include shorter sentences, but sentence structure has no significant influence on readability.

Hsia, Tao-Tai. *China's Language Reforms*, Mirror Series A No. 21. New Haven, Connecticut: Yale University Far Eastern Publications, 1956. Fourth printing, 1970.

Introduces Communist China's simplified 515 characters and 52 "radicals"; the draft plan for Latinization; banned characters; and sketches reform trends characterized by educational, political, and economic motivations. Phonetic script is the fundamental solution; simplification movement, however, was officially launched in 1952 by the Chinese Written Language Reform Committee. The simplified ideographs cover 1,700 of the 7,000 characters in use. Since the sixteenth century, Christian missionaries and Chinese scholars had unofficially proposed various alphabet systems and new notions for Latinization until a *Latinxua* association was formed in 1941. In place of the 655 different alphabet systems derived from Chinese characters, Latin was adopted because of the five reasons the CWLRC presented.

Hwang, Kyongsook, and Kiyong Less. "Research on the Present Situations of Students' Reading," *Research Review*, 12 (1976), 43-65.

Surveys Ewha students' reading life collecting 715 answers to questionnaire to form suggestions about reading guidance committees, reading clubs, and better library facilities in the university. 94.2 percent read books to "stretch their mind" or enjoy reading; majority read one or two books monthly; 25 percent spend one hour daily reading books related to their major fields; most read one or two daily newspapers and/or monthly magazines; 49.3 percent select books according to others' recommendations; many report instruction for mature reading is not available and complain about library systems and facilities.

Inizan, Andre. *27 phrases pour apprendre à lire. Guide méthodologigue*. Paris: Colin, 1978.

Outlines methods and principles for teaching reading.

Irwin, Joan M. "Oral Reading Miscues of Indian Children," unpublished thesis, University of Calgary, 1969.

Analyzes miscues in oral reading of 25 students from grades two, four, and six in four schools operated by the Department of Indian Affairs and Northern Development, Indian Affairs Branch in Southern Alberta. Elucidates types of problems encountered by Indian children in reading.

Jacobson, J., and P. Maccoll. *Real Life Reading: Skills for Functional Literacy*. Sydney: Ashton Scholastic, 1978.

Consists of a collection of exercises under the following basic headings: Reading Signs and Labels, Following Directions, Reading and Completing Forms, Reading Newspapers, Using Reference Material, and Being a Consumer. Each section is followed by a vocabulary review and a comprehensive review related to topic, theme, and vocabulary of the section. Also a personal dossier in which students can insert personal details for future use in form filling and other social survival situations. Format is clear and imaginative, offering a wide variation of situations and tasks.

Jansen, M. *Om laesning, laesetraening med unge og voksne (On the Subject of Reading, Training Young People and Adults to Read)*. Copenhagen: Gjellerup, 1969.

Describes a methodology for the further reading practice of young people and adults who are not disabled readers. The last mentioned group of readers has been considered through specific proposals of methods. The methodology is based on a nationwide developmental work through the sixties and the seventies, via broadcasting, television, and materials sent out by publishers.

Jansen, M. *Danske Laesebøger, 1-7 skoleår (Danish Readers and Textbooks, Grades 1-7*, Volume 1. *Registration and Analysis*, Volume 2, Bibliography). Copenhagen: Danish Institute for Educational Research, 1969.

Presents a systematic analysis of all existing ABC systems, readers, and anthologies, meant especially for school and instruction. Books are described in relation to which writers are included. Treats the connection between material in the readers and social science, natural science, age, and linguistic and geographical affiliations of the texts. The six largest systems are subjected to close analysis, and Swedish and Norwegian texts integrated in teaching Danish are examined. Surveys are made among original, adapted, and abbreviated texts; a systematic registration of form and originality is made; illustrations and equipment of the readers are described; possible discriminating factors are pointed out; and content registration is analyzed. An addendum has been published as a separate handbook.

Jansen, M. *Danskmetodik, 1-7, skoleår,* Third Edition *(Methodology of Danish, Grades 1-7). Copenhagen: Gjellerup, 1970.*

Describes the first methodology in Danish, both beginning instruction and instruction to about age 14, including reading methodology, methodology of Danish composition and spelling, and an account of the social-educational work of the school.

Jansen, M., and A. Leerskov. *Ti års tidskriftartikler om danskundervisning, børnehaveklasse - 7. skoleår (The Teaching of Danish Mother Tongue, "First Language," As It Appears in Ten Years of Educational Journals and Periodicals).* Copenhagen: Danish Institute for Educational Research, 1970.

Analyzes all articles published in Danish educational journals through a decade in order to establish what has been written about mother tongue instruction. Great interest is registered for special education and beginning education, with some interest for the oldest grades in school, but with a lack of interest for pupils aged 9-13.

Jenkinson, Marion D. (Ed.). *Reading Instruction: An International Forum.* Newark, Delaware: International Reading Association, 1967.

Compilation of articles on various aspects of reading, describing the situation in different countries.

Kaigo, Tokiomi. *Japanese Education: Its Past and Present.* Tokyo: Kokusai Bunka Shinkokai, 1968.

Presents in English the history of Japanese education from the ancient period to the 1060s. Chapters include education in the ancient period (prior to 710 A.D.), education of the nobility (Nara and Heinan periods, 710-1192), education of warriors (Kamakura, Muromachi, and Azuchi-Momoyama periods 1192-1600), education in the Tokugawa period (1600-1868), establishment and progress of modern schools after the Meiji restoration (1868), elementary school and its development, development of the middle school, development of higher education, advancement of social education, and modernization of educational administration.

Karlgren, Bernhard. *Sound and Symbol in Chinese,* Revised Edition. Hong Kong: Hong Kong University Press. London: Oxford University Press, 1962.

Delineates features of Chinese in contrast to phonetic languages with illustrations and developmental explanations. Chinese is characterized by its historical and dialect variations of ideograph pronunciations, entailing the multiplication of homophones, complexity of

"musical tones," and distinction of the literary language and colloquialism. About nine-tenths of characters are composed of a radical and a phonetic, which makes dictionary structures complicated. Scripts have five forms: small seal, standard, running hand, and two grass forms. Chinese does without parts of speech indicators and function words; word orders play prominent roles. Discusses arts of brush writings and learning to read for interpretation and for appreciation of stylistic embellishment.

Kawai, Yoshifumi. "Physical Complexity of the Chinese Letter and Learning to Read It," *Japanese Journal of Educational Psychology,* 14 (September 1966), 129-138, 188.

Investigates the effects of physical complexity of Chinese characters upon learning to read, concluding that, within a boundary of perceptual capacity for pattern discrimination, the larger quantity of information (or stimuli) further facilitates learning to read Chinese characters. Study 1 finds an approximate linear correlation between the phsycial complexity of Chinese characters and the order of frequency of use. Study 2 demonstrates that in learning nonsense lines arranged in Chinese character-like forms the irregularity of patterns makes no significant difference when the pattern complexity remains the same; however, in learning real words, complexity of patterns facilitates learning effects. Study 3 demonstrates that frequently used words are better learned, but less complex patterns are more difficult to learn.

Keeves, J.P., J.K. Matthews, and S.F. Bourke. "Educating for Literacy and Numeracy in Australian Schools," *Australian Education Review 11.* Melbourne: Australian Council for Educational Research, 1978.

Concise summary of study procedures and major findings of the Australian Study of School Performance (see entries under S.F. Bourke in this bibliography). Document sets the investigation into the context of interest in Australian literacy standards by Australian Government inquiries, and gives a general description of the survey procedures including the use of a mastery criterion referenced assessment approach. Information is provided on the tests themselves and results are shown as percentages of sample children unable to complete the set tasks satisfactorily. Differences in performance of particular student groups are considered as well as important implications of the study, especially for preservice and inservice teacher education programs, with strong recommendations for an increase in time allocated to the study of teaching of reading in preservice teacher training courses.

Kim, Byongwon. "Reading and Reading Instruction: Past and Pres-

ent in Korea," in Dina Feitelson (Ed.), *Mother Tongue or Second Language?* Newark, Delaware: International Reading Association, 1979, 82-89.

Explains the reasons for success of equality education in reading since 1945. Earlier, Chinese ideographs were officially and predominantly used, and once the use of the Korean language and Hangul was prohibited by the Japanese rulers. Since the International Reading Association and reading as a discipline were introduced to Korea in 1974, some have been working for further achievement of equality and quality education. Suggests notion of an interdisciplinary reading curriculum.

Kim, Byongwon. "An Analytical Study of Errors in Reading Comprehension," KIRBS *Research Bulletin*, 11, 7 (April 1978), The Korean Institute for Research in the Behavioral Sciences, 1-27.

Analyses comprehension errors made by 32 mature readers in their structure reading to verify their underdeveloped structural thinking in reading. Explicit and hidden structures of the reading text, reconstructed by the researcher and confirmed by the text author, served as the basis for the construction of comprehension questions and criteria for judging subjects' responses. 90.6 percent understood the main idea; however, 44.7 percent inadequately responded in explicit text structure reading and 87.5 percent, in hidden text structure reading. Edward Thorndike's notion of "reasoning in reading" was applied to the interpretation of the errors in structural reading and to the suggestions for the construction of instructional objectives for the development of structural thinking strategies.

Kim, Byongwon. "A Study of Vocalization and Reading Efficiencies," KIRBS *Research Notes*, 4, 1 (January 1975), The Korean Institute for Research in the Behavioral Sciences, 1-12.

Studies vocalization effects upon reading comprehension to project a concept of "visual reading" as an important method for better comprehension. First experiment, using four mature readers, found that syllables 1) written with proper spaces between words, 2) with improper spaces, and 3) with no spaces, were read more efficiently in terms of measured speed when the meanings were understood. In part one of the second experiment, paired phrases composed of homonyms were read by 25 college graduates, who distinguished meanings better in silent reading. In part two, 260 eighth graders read phrases and sentences of similar surface structure to distinguish meaning differences, where silent reading demonstrated superior efficiency to oral reading. In visual reading, readers intentionally suppress subvocalization.

Kim, Byong Ju. "An Analytical Study on Reading Status of School Children," unpublished dissertation, Ewha Womans University, 1974.

Analyzes 2,678 second through eighth graders' (sampled by sex, living areas) answers to fifteen questions about reading attitudes, methods, environments, book purchases, and reading habits. 83 percent accept importance of reading in life; 63 percent understand reading as best means for "stretching their mind" and further knowledge; 45 percent report they read attentively; 84 percent are good at content summary after reading; 55 percent possess fewer than 20 books; 31 percent buy 2 or 3 books yearly; 34 percent read 2 or 3 books monthly; 46 percent 1 hour daily reading. In general, their reading attitudes and methods appear good in spite of poor reading environment. Area differences are found significant in thirteen categories, except number of books they purchase and hours spent for books. Sex difference appears in their reading interests.

Kim, Chin-wu. "The Making of the Korean Language," *Korean Journal*, 14 (August 1974), Korean National Commission for Unesco, 4-17.

Discusses past, present, and future of the Korean language, which belongs to the Altaic family. Korean is characterized by its close articulation and decentralization (phonology); a dual system of Korean and Sino-Korean words (lexicon); a richly developed set of derivative and conjugational affixes (syntax); and delicate differences in nuances (semantic). In addition to Hangul or the Korean orthography, the proponents of the exclusive use of Hangul intend to use the Korean forms when parallel words exist and to write Sino-Korean words in Hangul. Its opponents insist upon the importance of Koreanology, inconvenience caused by homonyms, and the strengths of the Chinese characters as pictographs, all of which the author negatively discusses. The future of Korean is projected in terms of its simplification tendency.

Kossow, K.H.J. *Zur Therapie der Lese- und Rechtsschreibschwäche.* Berlin-Ost: VEB, 1972.

Presents theoretical and practical issues of diagnosis and remedial instruction for dyslexic children in East Germany. Views dyslexia in children with normal intelligence as a specific disability in learning to read and write, combined with auditory discrimination disability and speech, motor, and language deficits. Describes a comprehensive and systematic remedial program which stresses phonemic discrimination to improve reading and writing abilities. Presents results of an evaluative study of this program.

Kozol, Jonathan. "How Cuba Fought Illiteracy," *Learning*, 5, 9 (May/June 1977), 26-29, 87.

Author reports on the 1961 Literacy campaign waged by 100,000 teenagers in the remote sections of Cuba. Teenagers were trained in using teaching manuals and survival strategies for work in isolated primitive areas. Later that same year, their efforts were aided by factory workers. Unesco's 1965 report is cited claiming that now less than 4 percent of Cuba's adult population is illiterate.

Kursawa, Eikichi. "Reading Instruction in Japan," *Reading Teacher*, 16, 1 (1962), 13-17.

Reports that there are few people in Japan who cannot read and write, in spite of the four kinds of writing systems commonly used. A Japanese course is divided into speech, reading, and writing with grammar taught chiefly through textbooks.

Kyöstiö, O.K. "Reading Research at the Kindergarten Level in Finland," in John Downing and Amy L. Brown (Eds.), *The Second International Reading Symposium*. London: Cassell, 1967.

Describes research study on teaching kindergarten children to read using either the synthetic method (most commonly used in Finland) or the look-and-say method. Results favored the synthetic method, partly because of teachers' greater familiarity with that method and partly because of the structure of the Finnish language.

Kyöstiö, O.K. "Development of Reading Skill During Elementary School in Finland," *Reading Teacher*, 33, 5 (February 1980), 519-526.

Describes a longitudinal study of pupils' literacy skills development through grades 1-6 in Finnish elementary school. Pupils from six communities (north/south, rural/urban) participated in the study which, apart from attainment, also concerned environmental conditions such as socioeconomic status and physical factors. There was an overall increase in literacy skills, as well as in intelligence throughout the six years; students in northern rural districts gained more than other groups. This fact leads to the assumption that the new comprehensive school system in Finland favors formerly disadvantaged pupils. Pupils who are good readers from the start tend to remain so, and they generally belong to the most intelligent group. However, some good readers have an IQ of 85-100. Results indicate that the home environment of these pupils is above average, both economically and educationally. Thus, the pupils are stimulated and develop positive attitudes toward learning.

Latham, R., and P. Sloan. *A Modern View of Reading*. Nelson, West Melbourne, Victoria, 1979.

Designed for teachers and student teachers, the purpose of the book is to familiarize the reader with some fundamental ideas about the act of reading, as a basis for informal decision making in the classroom. Exposes the psycholinguistic view of reading throughout as it answers such questions as, What is Reading? What is the purpose of reading? How do syntactic and semantic clues assist reading? Looks at implications for the classroom (only a few practical suggestions). The format is short chapters preceded by useful questions.

Lee, Sung-Nyong (Ed.). *Korean Studies Today: Development and State of the Field*. Seoul, Korea: Institute of Asian Studies of Seoul National University, 1970.

A handy guide for those interested in knowing about research activities in various academic circles of Korea, and for scholars interested in finding out where to start their pursuit of Korean studies. Contents include religion, philosophy, linguistics, literature, customs and folklore, history, tradition, political and legal systems, economy, sociology, and science.

Leong, C.K. "Another View of Complex and Simplified Characters," *Journal of Chinese Linguistics*, 5 (1977), 342-346.

Author discusses the pros and cons of learning "simplified" or "complex" Chinese characters.

Levi, R., et al. (Eds). *Perspectives on Reading*. Sydney: Ashton Scholastic, 1977.

Selected papers offer some of the current trends about the teaching of reading. Issues covered include motivation, methods, measurement, multilingual teaching, secondary school reading programs, readability techniques, diagnostic and precision teaching, children's literature, community involvement, and comprehension.

Malmquist, Eve. *Factors Related to Reading Disabilities in the First Grade of the Elementary School*. Stockholm: 1960.

An investigation of Swedish pupils in first grade, aimed at describing different factors related to disabilities in reading. More than 40 variables were investigated, in isolation and in interaction with other variables, using a multifactorial technique. It was found that children with special reading disabilities deviated negatively from the mean for the total population with regard to several other variables besides reading ability. Reading disabilities at first grade level were never isolated defects; in all the cases investigated, they were found to

exist together with deficiencies, disturbances, or unfavorable conditions in several other areas.

Malmquist, Eve *Lässvårigheter på grundskolans lågstadium. Experimentella studier*, Research Report No. 13 from the National School for Educational Research. Stockholm: Kungl. Skoloverstyrelsen, 1969.

Reports a six-year longitudinal study showing that it is possible to markedly decrease the frequency of reading disability cases through careful diagnosis and subsequent teaching situations based on individualization. Over 1,600 pupils from 12 Swedish cities were followed in grades one through three. The predictive power of various predictors of reading and writing ability was studied. The reading readiness variable consistently had the highest predictive power. It was found that more than four-fifths of the cases identified as potential cases of reading disability were prevented from occurring. (In Swedish with a summary in English)

Malmquist, Eve, and André Inizan. *Les difficultés d'apprendre a lire.* Paris: 1973.

A French version of the previous publication, revised for French conditions.

Malmquist, Eve. "Retardation," in Ralph C. Staiger (Ed.), *The Teaching of Reading*. Paris: Unesco, 1973.

Highlights different aspects of reading retardation, such as definition problems, possible causation, diagnosis, and remedial teaching techniques. As for possible causes of retardation, author points out that one single causal factor rarely can be distinguished. Emotional, social, intellectual, neurological, developmental, sensory, and perceptual factors and school variables, such as teacher personality and teaching methods, are often closely interrelated and must be taken into consideration in the diagnosis. This multifactorial view on retarded readers widens possibilities for remedial reading, taking advantage of children's capacities to learn, their creativity, their interests, and their experiences. Article gives valuable guidelines for remedial techniques in reading.

Malmquist, Eve. *Att förebygga och behandla läs- och skrivsvårigheter.* Lund, 1974.

Handbook for remedial teachers, describing practical implications derived from reading research undertaken in Sweden and other countries during past decades. (In Swedish)

Malmquist, Eve. *Läsundervisning i grundskolan.* Lund, 1974.

Practical guide for the classroom teacher describing different methods of teaching reading at primary and secondary levels, and of developing reading interests and promoting good reading habits. (In Swedish)

Malmquist, Eve. *Läs- och skrivsvårigheter hos barn. Analys och behandlingsmetodik.* Lund: Gleerups Bokforlag, 1977.

Gives an overview of important research done in the field of reading and writing until 1977. Also describes different methods in primary reading and discusses possible causes of reading disabilities. Provides suggestions for diagnosis and remediation. A handbook for remedial reading teachers and others involved in the teaching of reading. It is written in Swedish and includes an extensive bibliography of literature on reading.

Malmquist, Eve, and R. Valtin. *Förderung legasthenischer Kinder in der Schule.* Weinheim, 1974.

Presents a multifactorial view of the causation of reading difficulty and views learning to read as a growth process closely related to the comprehensive personality development of the child, physically, intellectually, emotionally, and socially. Discusses measures for diagnosing reading disabilities (visual, auditory, language, intelligence, reading and spelling tests). Presents methods for remedial teaching of reading and spelling disabled children. Stresses a diagnostic approach adapted to the special need and learning rate of the individual child and the importance of materials that have meaning and actual interest to the child.

Meiers, K. (Ed.). *Erstlesen.* Bad Heilbrunn: Klinghardt, 1977.

Contains articles by reading experts about problems of early reading instruction and covers a wide range of issues: methods of learning to read, a component analysis of the learning to read process, empirical investigations concerning factors of reading ability, special methodological problems (materials for reading), and a short summary of historic approaches to reading instruction (Rousseau, Montessori).

Mickelson, N.I., and C.G. Galloway. "Verbal Concepts of Indian and Non-Indian School Beginners," *Journal of Educational Research*, 67 (October 1973), 57-58.

Examines the differences in verbal concept development between these groups of 5 and 6 year old children entering K and first grade in a Canadian school. Boehm Test of Basic Concepts used to measure

verbal concept develcpment. Results indicate that significant differences exist between the groups in favor of non-Indians. Implications for intervention programs are discussed.

Mills, Helen C. "Language Reform in China," *Far Eastern Quarterly*, 15 (August 1956), 517-540.

Describes language reform plan undertaken by the Chinese government in the 1950s for the purposes of making literacy easier to achieve, increasing international relations, and ending divisions within the society. Reviews specific steps taken to simplify the Chinese system of writing; to adopt a standard Chinese dialect as a national lingua franca; and to eventually adopt a strict phonetic writing system employing a Latin alphabet.

Müller, H. *Methoden des Erstleseunterrichts und ihre Ergebnisse*. Meisenheim/Glan, 1974.

Compares the reading achievement of 954 second and fourth grade children taught with two different methods of learning to read: global look-and-say and phonics. At the end of second grade, pupils with the phonic method scored higher in oral reading and reading comprehension, at the end of fourth grade no differences were found. Pupils with low IQs had more difficulties with the look-and-say method.

Muraishi, Shozo, Hideo Kaga, and Takahiko Sakamoto. "A Study of Legibility of Kana letters," *Proceedings of the Twenty-seventh Annual Congress of the Japanese Association of Applied Psychology*, 1961, 148-149.

Investigates effect of the space between Katakana letters on legibility in order to design a new Katakana telex typewriter. Katakana letters of 2 x 3 mm were arranged horizontally at 10 different settings with the distance between the center of two successive letters being 2.0 mm, 2.25 mm, 2.5 mm, 2.75 mm, 3.0 mm, 3.25 mm, 3.5 mm, 3.75 mm, 4.0 mm, and 4.25 mm. The subjects were 10 college students and 10 telegraph company workers, the latter being experienced readers of Katakana. The results showed that a setting of 3.25 mm was most legible. (Written in Japanese)

Muraishi, Shozo, Hideo Kaga, and Takahiko Sakamoto. "A Study of Legibility of Katakana," *Proceedings of the Thirtieth Annual Congress of the Japanese Association of Applied Psychology*, 1963, 6.

Compares the legibility of and reaction to three Katakana type faces—Gothic, Kanamoji-kai, and Azuma. A speed reading subtest of the Sakamoto Reading Tests was printed in three versions using the three

different typefaces and was read by 322 college students. Gothic and Kanamoji-kai were read significantly faster than Azuma. No significant difference was found between Gothic and Kanamoji-kai. 76 college students were presented with the three different printings and asked which one appeared *hard, soft,* etc. Gothic was described in such terms as *big, bold, strong,* and *stable* while Kanamoji-kai was thought to be *soft, round, warm,* and *smooth.* Azuma caused negative feelings like *cold, ugly,* and *hateful.* (Written in Japanese)

Muraishi, Shozo, Takahiko Sakamoto, and Hideo Kaga. "A Study of Letter (Katakana) Discrimination," *Science of Reading,* 6 (April 1942), 22-27.

Investigates the most legible Katakana horizontal printing through 4 experiments. In Experiment 1, the effects on legibility of space between letters were measured by a tachistoscopic exposure, and in Experiment 2 by an eye camera. In Experiment 3, the effects of the space between lines were studied by a tachistoscopic method and in Experiment 4, combinations of the space between letters and the space between lines were compared by a paper-pencil test. Results show that in horizontal printing of 2x3 mm Katakana letters, the most legible combination of distance between center lines of two successive letters and distance between center lines of two successive lines was 3.25 and 5.5 mm., respectively. (Written in Japanese)

Nakano, Sukezo. "A Study of Children's Achievement in Reading 'Kana' Letters," *The Bulletin of the Faculty of Education* (Tokyo University of Education), 3 (1957), 111-122.

Assesses Hiragana reading of first graders in 1955. First, 348 children were asked to read the 46 basic Hiragana letters, one by one, in April, July, September, and December (the Japanese school year begins in April). In April 21.2 percent of the children could read all the letters, increasing to 51.5 percent in June, 75.0 percent in September, and 91.0 percent in December, while 50.0 percent in April, 11.7 percent in June, 5.4 percent in September, and 1.6 percent in December could read only 10 letters or fewer out the 46. Second, in April, 61 children were randomly selected from the 74 who could read all 46 letters, and were asked to read 10 sentences written entirely in Hiragana. They could read only 5.2 sentences on average. Third, out of the 348 children, only 131 IQs were available and the relation of IQ to Hiragana reading was tabulated. Although children with higher IQs tended to read more letters, there were exceptions which could be attributed to instructional efforts by parents and teachers. (Written in Japanese)

Neville, Mary H. "Reading in Capetown Schools: A Comparative View," *Comparative Education*, 10, 2 (1974), 115-120.

Neville uses Downing's model for literacy acquisition in surveying schools in Capetown in 1972: language of the child, cultural and educational demands on that language, and learner's home and environment. Examination of 3 different systems—European, Coloured, and Bantu—pointed to great variations in all areas. Europeans speak Afrikaans and English; Coloured may speak one or both depending on educational aspirations; Bantu must learn Xhosa (the home and first 8 years of schooling), Afrikaans, and English. Standards of comparison remain difficult with external variables reflecting lack of suitable books, high pupil-teacher ratio, poorly trained teachers, and language difficulties.

Nicholson, T. *An Anatomy of Reading*, Revised Edition. Perth: Carroll's, 1977.

Book is not intended as a course of instruction but aims to provide teachers with a handy reference manual to help children who cannot read to become functionally literate. Emphasis is on flexibility and pragmatism, encouraging teachers to adapt methods to suit the children, rather than children adapting to suit the teacher. This process will be easier if teachers are familiar with a number of ways in which children can learn to read, and if they develop close relationships with the children, localizing difficulties and devising activities to help overcome these. Areas covered include: "Individual Diagnostic Testing" followed by a comprehensive section on "Problems and Procedures," a checklist of "Some Beginning Reading Methods," details on "Readability Formulas" and ideas for "The Individualized Reading Approach."

Novick, D., and D. Waters. *Talking in Schools*. Adelaide: Education Department of South Australia.

Gives results of a survey of the oral language behavior of children aged 5 and 8 in the first and third years of school. Beginning in 1972, the authors worked with 770 children in South Australian schools to study the influence of social class, intelligence, concept development, sex, and age on language performance. Presents an overview of the program, outlining how radio microphones were used to obtain speech samples in and out of the classroom and how by using games and tests a study was made of the children's abilities to perform, persuade, and question. Implications for classroom teachers and parents are drawn from the resultant data. Two following chapters outline linguistic

theories and previous findings by linguists, discussing these in relation to Australian children and the present study.

Okada, Shigeo. "History of Public Opinion Polls on Reading," *Science of Reading*, 16 (June 1972), 2-17.

Reviews Public Opinion Polls on Reading, which was started in 1947 and has been conducted annually by the Mainichi Newspapers. Data cover the period 1947-1971 and include "the titles of books which you thought were good," "the authors you like," book reading rates, and magazine reading rates. (Written in Japanese)

Organization for Economic Cooperation and Development (OECD). *Review of National Policy for Education: Canada.* Paris: 1976.

Three-part report on Canadian educational policies and practices. Part 1 gives a brief introduction of Canada, developments in educational policy, realization of equality of educational opportunities, minority groups and educational opportunities, democratization and participation, tertiary education, and government goals and policy making. Part 2 records the meeting between Canadian educators and the OECD reviewing team. Part 3 is an exposition of Canadian education background—constitutional, statistical, operational, and organizational.

Page, Glenda, John Elkins, and Barrie O'Connor (Eds.). *Communication through Reading: Focus on Comprehension.* Australian Reading Association, 1979.

Papers in this book concentrate on the theme of comprehension, one of the most rapidly developing areas of research at present. They cover theoretical aspects, ways of measuring comprehension, and strategies for teaching.

Page, Glenda, John Elkins, and Barrie O'Connor (Eds.). *Communication through Reading. Diverse Needs: Creative Approaches.* Australian Reading Association, 1979.

Papers are centered around the theme of diverse needs and creative approaches. They cover a wide range of current developments relevant to the teaching of reading: reading programs, reading in mathematics, using the pop media to encourage reading, and English for ethnic groups for whom English is a second language.

Preston, Ralph C. "Reading Achievement of German Boys and Girls," *Reading Teacher*, 32, 5 (February 1979), 521-526.

Reports study undertaken in Hamburg, Germany, which compares reading achievement of fourth grade students taught by either male or

female teachers. Findings do not support the proposition that adult male leadership has the power to improve reading performance by boys. Furthermore, female teachers were more successful than male teachers with both boys and girls.

Rapaport, Monique. "A French Reading Program," *Audiovisual Language Journal,* 15 (Spring 1977), 51.

Reports on 89 students studying for A-level French at Solihull Sixth Form College. They were exposed to BBC broadcasts, given individual reading assignments, and encouraged to read for their own enjoyment. Monthly checks on their reading were: oral discussions, in French; essays; and class discussions on books read. At year's end, students graded books for the edification of future students.

Richardson, J.A., F.T. Caust, and J.A. Hart. *Books for the Retarded Reader,* Sixth Edition. Victoria: Australian Council for Educational Research, 1977.

This book, whose title is rather misleading, contains a wealth of detailed annotated information on books and reading materials available in Australia, giving reviews, reading ages, interest ages, current prices, dates of publication, copyright, covers, printing, illustrations, vocabulary and general appraisal. A useful book for teachers of all children, not just retarded readers.

Ridsdale, Angela, D. Ryan, and J. Horan (Eds.). *Literacy for Life,* Proceedings of the Third Australian Reading Conference. Melbourne: Australian Reading Association, 1977.

For this conference, literacy was seen to be defined in a larger context than that of purely academic performance and was set within a framework of community expectations and responsibilities: from early language acquisition to adult literacy programs, from teaching strategies workshops to research reports, from library services to teacher accountability procedures, thus illuminating many aspects of the community concept that is Literacy.

Robinson, Helen M. "Preparation of Reading Specialists in the United States," in Ralph C. Staiger and Oliver Andresen (Eds.), *Reading: A Human Right and a Human Problem.* Newark, Delaware: International Reading Association, 1969, 133-140.

States that specialists are needed to help classroom teachers meet the needs of a diverse population. Describes reading specialists and their responsibilities. Explains typical program of preparation for remedial reading teachers, reading clinicians, consultants, coordinators, college teachers of reading, and researchers. Cites need for highly quali-

fied specialists. Suggests that reading researcher preparation is least effective program. Colleges and universities are trying to meet needs by offering programs to improve quality of reading instruction and basic reading research.

Rutter, M., and others. *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children.* London: Open Books Publishing, 1979.

Authors compare progress of children in 12 secondary schools in inner London. Over 200 pupils were followed throughout secondary schooling, with data collected on attendance, exam results, behavior in school, and delinquency outside. Data on their earlier school situations were also collected. Some schools seem to provide positive influence on pupils' development; others are less successful. Schools were studied as social institutions with all facets of school life taken into consideration, as well as size of school and type of buildings. Book gives a remarkable account of what goes on in English schools and what the effects of schooling are likely to be.

Sakamoto, Takahiko. "Reading and Reading Guidance," in Katsura Hirosuke et al. (Eds.), *Social Life and Mass Communication.* Tokyo: Kaneko Shobo, 1969, 207-236.

Discusses past and present conditions and problems of Japanese children's reading. Focuses on the guidance of problem children in reading and the affects of television on reading. (Written in Japanese)

Sakamoto, Takahiko, Shozo Muraishi, and Hideo Kaga. "A Study of Legibility of Katakana," *Proceedings of the Twenty-eighth Annual Congress of the Japanese Association of Applied Psychology*, 1961, 33.

Reports the results of 3 experiments on legibility of 2x3 mm Katakana letters printed horizontally. The results show that a combination of 3.25mm distance between the center lines of two letters next to each other and 5.5 mm distance between the centers of two successive lines was most legible in all 3 experiments—record of eye movements, tachistoscopic exposures, and paper-pencil tests. The distance between lines had less effect on legibility than that between letters. (Written in Japanese)

Sakamoto, Takahiko, and Kiyoshi Makita. "Japan," in John Downing (Ed.), *Comparative Reading.* New York: Macmillan, 1973, 440-465.

Describes the status of reading in Japan and reviews Japanese reading research. Topics include writing systems in Japan, literacy, read-

ing habits, school provisions, age of learning to read, method of teaching, textbooks, readability, legibility, influence of book content, bibliotherapy, reading tests, and reading disability.

Schmalohr, E. *Psychologie des Erstlese- und Schreibunterrichts.* Munich: Ernst Reinhardt Verlag, 1971.

Presents empirical investigations concerning comparison of two learning to read approaches, visual and auditory discrimination abilities of young children, a study of early readers, and specific errors of spelling disabled children. No remarkable differences between fifth grade pupils taught with phonics and look-and-say methods. Young children had difficulty dissociating semantic and acoustic properties of a word and judging the acoustic features (length of a word, identification of syllables and sounds). Early readers were of higher intelligence. No characteristic spelling errors were found in children with spelling difficulties.

Shiba, Sukeyori. "A Study of Readability Measurement: Application of Cloze Procedure to Japanese Language," *Japanese Journal of Psychology*, 28 (August 1957), 67-73, 135.

Tested applicability of cloze procedure for the Japanese language. In Experiment 1, effects of deletion rates from 10-90 percent on cloze scores were compared, and the 10-20 percent rate resulted in the most suitable cloze test as a measure of readability. In Experiment 2, the coefficient of correlation between cloze scores of every fifth letter deletion and every fifth word deletion was calculated, and a low correlation was found (r = 0.23). Readability order of 8 passages was obtained, first by 10 judges, second by cloze tests with every eighth letter deleted, and third by cloze tests with every eighth word deleted. The coefficients of correlations showed that, as a measure of readability, deletion of words was more suitable than deletion of letters. (Written in Japanese)

Simon, Jena, "French Research in the Teaching of Reading and Writing," *Journal of Educational Research*, 50 (1957), 443-459.

The period from 1905 to 1940 was dominated by the influence of Binet (IQ), Vaney (Sequential Reading Core), and Freinet (advocating a Language Experience Approach). Three methods used in reading instruction from 1940 to the present were the *synthetic* or syllabic, *analytical* or global, and *mixed* or eclectic method, with 95 percent of teachers using the first and the third methods. Works by Ombredanne, Ajiuraguerra, Roudinesco, Trelat, Launay, and others into the causes of reading failures (emotional, spatial-temporal, psycholinguistic preparation, analytical vs. synthetic teaching, and neuro-

logical) had significant impact on the investigation of how normal children learn and learn to read. Little research has been done in writing. Small letters are taught first followed by capitals with script becoming compulsory during ages 8 to 10.

South Australian Education Department. *Survey of Reading and Reading Procedures in Grade 3 Classes in Schools of the South Australian Education Department, 1972-1973*, Adelaide, 1973.

Booklet was produced to research and highlight procedures and attitudes in the teaching of reading in the first year of primary school (year 3) in South Australia. This was done by a random sampling of Grade 3 teachers to gain information about procedures and opinions. Includes summary of survey findings, recommendations, and results.

South Australia Education Department. *Resource Book on the Development of Reading Skills*, Revised Edition. Adelaide: Reading Development Centre, 1973.

First devised in 1973 by a group of South Australian teachers and the staff of the Reading Development Centre, the book analyzes subskills involved in reading and offers resource ideas for the implementation and development of these subskills. Book also looks at the areas of readiness, decoding, testing, comprehension, and both school and classroom organization. Appendices cover approaches to the teaching of reading, reading and the second language learner, readability, and involvement of parents and teacher aides in the reading program. Includes a comprehensive glossary of terms which may help reduce some misunderstandings about jargon in reading.

South Australian Education Department. *Guidelines R-7 Language Arts*. Adelaide: R-7 Language Arts Curriculum Committee, 1978.

Initial curriculum statement from the R-7 Language Arts Project Committee, established to revise the existing course in English, first published in 1962. Emphasis placed on the following aspects: centrality of language in all learning; children learning language by using it to make sense; children learning to use language effectively for differing purposes; children developing competence in using language appropriate to the situation and audience; and the development of listening, speaking, reading, and writing skills in a context that has meaning for children. Implications for teachers involve having an understanding of and sensitivity to the functions of language acquisition, accepting and respecting the personal language of each child and using this as a central point for the development of a range of language competencies, making use of all areas of the curriculum for developing language effectiveness, and being aware of the enjoyment to be gained from receiving and using language.

South Australian Education Department. *Games, Games, Games*, Third Edition. Adelaide: Reading Development Centre, 1978.

This book supplements the Resource Book on the Development of Reading Skills and has been devised with word recognition and listening activities matched to the ordering of the skills in the Resource Book. Games and activities included are not intended to cover all aspects of the teaching of reading but, rather, to provide exciting sharing times for children and teachers where children can practice and reinforce skills they have been taught. They should add interest, motivation, and purpose to reading programs, and also provide opportunities for integration of many aspects of a school's curriculum.

Southgate, Vera. "Approaches to Beginning Reading in Great Britain," in Marion D. Jenkinson (Ed.), *Reading Instruction: An International Forum*. Newark, Delaware: International Reading Association, 1967.

Author identifies three important factors that affect the choice of approaches to beginning reading in Great Britain: children start school at the age of 5, British education system is flexible and gives teachers great freedom in choice of methods and materials, and infant teachers are not trained as reading specialists. However, the varied approaches to beginning reading are generally successful. By the age of 7, most children read fluently and with enjoyment.

Tzeng, O.I.L., D.L. Hang, and W.S-Y Lang. "Speech Recording in Reading Chinese Characters," *Journal of Experimental Psychology: Human Learning and Memory*, 3, 6 (1977), 621-630.

Authors show empirically that speech recoding also occurs in reading ideographic symbols such as Chinese.

Tzeng, O.I.L., L. Garro, and D.L. Hang. "Research on Chinese Characters: A Call for Interdisciplinary Endeavors," *Journal of Chinese Linguistics*, 5 (1977), 349-354.

Authors draw on their empirical look to emphasize the importance of interdisciplinary research into reading Chinese.

Valtin, R. *Einfuhrüng in dieLegasthenieforschung. Texte zu Diagnose, Ursachen und Behandlungsmöglichkeiten der Lese-Rechtsschreibschwäche*. Weinheim, 1973.

Contains articles of well known authorities in reading disabilities. Presents a multifactorial view of causation and reviews empirical research studies on factors of reading disability (visual, auditory, dominance, language, home and personality factors). Gives an overview of provisions made for reading disabled children in the United States, Sweden, France, and Denmark. Stresses importance of early diagnosis and remediation of reading disability.

Valtin, R. "Dyslexia: Deficit in Reading or Deficit in Research? (Critical Comments on the Methodological and Theoretical Aspects of Research on Legasthenie)," *Reading Research Quarterly*, 14 (1978-1979), 201-221.

Discusses frequently overlooked faults in research methodology used to investigate dyslexia. The critical review considers 1) problems with selection of samples, 2) failure to base research on an explicit theoretical model of the reading process (a shortcoming which has led to an emphasis on psychophysical functions having no demonstrable causal relationship to reading/spelling difficulties), and 3) inadequacies in the concept of dyslexia. Recommendations for future research include: 1) a combination of descriptive and experimental approaches and 2) research based on an explicit theoretical model of the reading process, with identification of individual subskills and their interactive connections.

Valtin, Renate, Udo Jung, and Gerheid Scheerer-Neuman. *Legasthenie in Wissenschaft und Unterricht*. Darmstadt: Wissenschaftliche Buchgesellschaft, 1980.

Presents theoretical considerations about pedagogical, psychological, and linguistic perspectives in dyslexia (failure of children with normal intelligence to learn to read and/or spell). Presents three empirical studies: Study 1 is based on a process analysis of reading and tries to identify partial processes in which reading disabled children are disturbed (the ability to segment words into manageable units). Study 2 investigates the difficulties of German dyslexic pupils when learning a second language (English) by analyzing spelling errors. Study 3 demonstrates the problems of the matched pair design in comparing retarded and normal readers and/or spellers. Shows that correlates of dyslexia are often artifacts of the intelligence test used for diagnosing dyslexic children and matching groups. Provides early reading and writing instructions to prevent learning failures.

Walshe, R.D. (Ed.) *The New English: How to....* Sydney, Australia: Primary English Teaching Association of New South Wales, 1976.

Contains practical ideas and theoretical articles written by teachers for teachers. Reflects current theories of language development and learning. Eight main areas of learning environment—Talking, Listening, Reading, Writing, Drama, Media, Library, and Evaluation—are presented separately but the authors strive to show how integration can be achieved.

Warburton, Frank, and Vera Southgate. *i.t.a.: An Independent Evaluation.* London: Murray and Chambers, 1969.

Reports results of an investigation in Great Britain on the use of the Initial Teaching Alphabet (i.t.a.) as an approach to beginning reading. Data were collected from local school authorities through the use of a questionnaire with additional information obtained from a series of interviews with classroom teachers and observations in the schools. Results of this study indicate students using i.t.a. learned to read earlier and were more proficient readers, but this advantage over traditional instructional approaches did not last beyond third grade.

Weigl. E. "Zur Schriftsprache und ihrem Erweb: Neuropsychologische und psycholinguistische Betrachtungen," in W/Hofer Eichler, *Spracherwerb und linguistische Theorien.* München: 1974, 94-173.

Describes the neuropsychological basis of learning to read and write as the development and integration of functional brain systems. Differentiates between various aspects of literacy functions (copying, writing after dictation, spontaneous writing, silent reading, and oral reading) and describes their developmental stages. Shows that these aspects of literacy are complex psychic functions and not only additional skills to oral language competence.

Wilson, J. Donald, Robert M. Stamp, and Louis Philippe Audet. *Canadian Education: A History.* Toronto: Prentice-Hall of Canada, 1970.

Canadian educational history in the context of Canadian social development. Part 1 describes European and American roots of Canadian education; Part 2, the colonial beginning of Canadian education; and Part 3, the new national scene.

Youn, Jong Gun. "Survey Study of Reading Interest, Attitude, and Habits," *KIRBS Research Notes*, 4-13 (November 1975), Korean Institute for Research in the Behavioral Sciences, 121-135.

An exploratory survey of 2,700 primary and middle school pupils in Seoul revealed several findings. School environments for reading are good but there are great differences between private and public schools. Some public schools have no library. Home environments are relatively good; most parents are interested in their children's reading but the pupils do not have enough time to read. Primary school pupils read 5 books and middle school pupils average 3 books a month. Seven percent of the primary school pupils and 12 percent of the middle school pupils are not interested in reading. No great variety was found in their reading interests.

PART TWO

Viewpoints on University Courses in Comparative Reading

Courses and Institutes in Comparative Reading

H. Alan Robinson
Hofstra University

Learning about organizational structures and teaching-learning procedures in various cultures enhances educational leadership. We all tend to become somewhat provincial as we go about our daily work and view only our own efforts and those in the immediate environment. A look at global education (reading instruction, in this instance) frees us and permits us to see what others are doing as they move toward similar goals.

Probably the best way of understanding instruction in cultures other than our own is to become involved through actual teaching and research activity. If such opportunities are not available or do not occur with great frequency, participation in courses and institutes in comparative reading is a viable alternative. Such opportunities may involve the study of reading instruction at home, in one other country, or in several countries. The chief purpose of such courses and institutes "is to develop a clearer theoretical and practical understanding of how children learn to read by comparing reading education in different countries." (Purpose stated by John Downing and Eunice Schmidt in an unpublished report of their First Comparative Reading Institute sponsored by Seattle Pacific University.)

At this time in the development of formal comparative reading experiences, two patterns emerge: 1) the special insti-

tute concentrating on comparative reading in specific countries and 2) a university course in comparative reading which surveys reading instruction throughout the world. Examples of these patterns follow.

Institutes

Two of the three institutes described were held in Great Britain: the first one sponsored by Hofstra University and the second by Seattle Pacific University. The third institute (also sponsored by Seattle Pacific University) encompassed three countries with special emphasis on reading instruction in one of them.

Manchester and Durham, England
July 10-August 1, 1976

Codirectors: H. Alan Robinson, Hofstra University
Vera Southgate Booth, University of Manchester

This three week institute included formal addresses by prominent English reading authorities, interactions with those authorities specifically for clarifications and comparisons, visits to English schools and classroom observations, and attendance at the United Kingdom Reading Association Conference. Participants lived in dormitories at the University of Manchester for the first two weeks and in a dormitory at the University of Durham during the UKRA meeting. Short but scholarly papers were expected of participants enrolled in the institute for academic credits offered by Hofstra University.

A typical day of institute classes ran from 9:15 a.m. to 5:00 p.m. Topics treated were: 1) the changing emphases in English and American education over the past twenty years, 2) descriptions of American and English systems, 3) the English primary school and its reading curriculum, 4) contemporary reading schemes, 5) teaching styles and pupil progress, 6) the infant reading scheme, 7) the Bullock report; 8) the Open University, 9) research in the United States and England, 10) the use of television, and 11) teacher training.

Wales and Scotland, July 21-August 12, 1979

Codirectors: John Downing, University of Victoria
Eunice Schmidt, Seattle Pacific University

This three week institute included attendance at the UKRA meeting in Glasgow, Scotland; ten days of meetings at Bangor Normal College, Bangor Wales; and a study program at the University of Edinburgh, Edinburgh, Scotland. The institute featured formal addresses, informal discussions, and a variety of excursions. In Wales a typical day of classes ran from 9:15 a.m. to 5:00 p.m. Topics treated were: 1) education in Wales, 2) linguistic features of the Welsh language important for learning to read Welsh, 3) the teaching of reading, 4) the development of a program and accompanying materials, 5) Welsh as a first language at the secondary stage, 6) a program for adult illiterates, 7) specific difficulties encountered by some children, 8) research on bilingualism in Wales, 9) development of assessment instruments, and 10) the functions of libraries and other closely-related organizations.

England, Germany, and Denmark July 22-August 18, 1978

Codirectors: John Downing, University of Victoria
Eunice Schmidt, Seattle Pacific University

This four week institute began at the UKRA conference, Nene College, Northampton, England. Students attended plenary sessions and a special seminar focused on comparisons between British and North American frames of references related to reading problems. The institute moved to Hamburg, Germany, for the IRA World Congress on Reading where students were free to choose among the various sessions. From Hamburg, the institute went to Copenhagen, Denmark, where for two weeks there was a concentration on Danish education. (This part of the program was arranged and hosted by Mogens Jansen, Research Director of the Danish Institute of Educational Research.)

In Denmark, lectures, discussions, and visitations to schools and clinics emphasized the following topics: 1) a sur-

vey of the Danish language, 2) structure of the Danish school, 3) school libraries, 4) special education, and 5) reading research.

Students in this four week institute wrote a paper on learning to read in their home school district before attending the institute, and then wrote a comparative paper during and after the institute.

Courses

The description which follows is of a course called Comparative Reading Programs offered by Paul Ruthman at Southern Connecticut State College. The course is an elective for graduate students. It was designed "to acquaint educators with reading on the international scene and to help them make comparisons with American reading instruction."

Course Outline

1. Characteristics of reading programs
   a. Purposes
   b. Components
2. Development of reading programs to serve political, economic, and social needs
   a. Nationally controlled educational systems
   b. Locally managed educational structures
   c. Recently independent countries, such as the underdeveloped and emerging nations
3. Detailed descriptive study of the reading programs of countries selected from Unit 2
   a. Language factors related to reading
   b. Importance or place of reading in the curriculum
   c. Age of beginning reading instruction
   d. Amount of instruction time
   e. Methods
   f. Materials
   g. Preparation of teachers
   h. Special services such as clinics and research
   i. Results of reading instruction

4. Comparative study of the American reading program with those of other countries
   a. The American reading program in perspective
   b. Improvement of reading instruction
      in America
      in other countries

The following texts have been used in the course: *Comparative Reading* by John Downing, Macmillan, New York, 1972; and *Reading Disabilities: An International Perspective* by Lester and Muriel Tarnopol, University Park Press, Maryland, 1976.

Students were asked to engage in the following activities:

1. Guided reading in the literature concerning programs of other countries; publications of Unesco and those distributed by the cultural attaches of various countries.
2. Major paper on a comparative study of the American reading program with that of another country.
3. Class reports for presentation and discussion concerning
   a) in-depth descriptions of reading programs of selected countries and
   b) the development of reading programs to meet the needs of various countries.

Conclusion

Student feedback on participation in comparative reading institutes and courses is enthusiastic. Not only do students learn about reading instruction in other countries and cultures, but (as they report) they gain deeper insights into the efforts, plans, procedures, and materials of their own country. Perhaps these few examples will serve as models or prototypes for many future institutes and courses to be generated in comparative reading.

An Example of a Cross-National Study on Primary Reading

Eve Malmquist
Linköping, Sweden

The age at which the majority of children are introduced to the teaching of reading varies from country to country. For example, in Great Britain, Australia, and New Zealand formal reading instruction begins at age five. In Western Germany, Hungary, France, Japan, and the United States the general practice is to start reading instruction at age six. In the Scandinavian countries (Denmark, Finland, Norway, and Sweden) and in Poland and the Soviet Union, reading instruction begins at age seven, and sometimes even later, depending upon the maturational level of the individual child.

We know little about the choice of different ages for school entrance in different countries. In most cases, these decisions were made a long time ago. At present, there has been a tendency in many countries to reconsider beginning age in their school systems. In this process of reconsideration, the results of comparative cross-national studies should be of great value.

It is, of course, trivial to observe that languages differ greatly. The world's 2,800 languages represent an enormous range of variation along different continua. In the study proposed here, this range will be restricted, since only 12-15 languages will be included. Because of the lack of cross-national—or, rather, cross-language—studies within this special field of research, it is not well known what linguistic differences are important to the reading process or reading instruction. There

are, nevertheless, some factors which can safely be assumed to be important in these respects.

Differences in the writing system is one such factor. According to a common classification, three main types of writing systems are used today:

1. Systems using ideograph or word concept characters (e.g., Chinese)
2. Systems using syllable-sound characters (e.g., Japanese)
3. Systems using alphabetic or letter-sound characters (e.g., English)

Problems of reading and reading instruction are different for different types of writing systems. As the study proposed is to include only languages using alphabetic writing systems, this question will not be discussed further. But there are great differences within the group of languages using alphabetic writing. This seems natural in view of the fact that this group includes languages from all continents. One important difference between alphabetic languages is their degree of letter-sound correspondence or, to use the terms of the linguists, the degree to which their orthography is phonematic.

Some languages have almost perfect correspondence in this respect, e.g. Finnish. At the other end of the continuum we find languages, such as English, whose orthography is notoriously unphonematic. Between these extremes we find German and the Scandinavian languages. Hungarian, being a Finno-Ugrian language, should be placed near the Finnish end of the continuum.

These differences in letter-sound correspondence have been throughly studied by linguists in various countries and detailed descriptions of them are readily available for a number of languages. Our knowledge is much more limited as to what extent the process of learning to read is affected by lack of letter-sound correspondence in the writing system.

Even if we accept a view that the basic reading process as it is manifested by the mature reader might be similar for most languages, this does not exclude the possibility of an interaction between language characteristics and the effects of different methods of initial reading instruction. It is also conceivable that, although the final product of reading instruction

may be the same in any language, some languages are more difficult to read than others because they require more training time to reach mastery.

The age of school entry and its implications for achievement are not readily studied within countries. The cross-national differences of the beginning age of learning to read allow for valuable comparisons, providing other variables can be controlled in an acceptable way. Much useful information could be gathered about the ways in which the sequence of reading behavior are different for children who begin to learn at different ages and use different languages, and of the learning that takes place in the first three years of schooling, as the young child learns to read; such knowledge should be of great importance to educational planners.

Our knowledge of the various aspects of primary reading is still very limited. There is a great need for cross-national comparative studies of different methods of instruction in beginning reading, involving countries with ages of school entrance ranging from five to seven. Such a study, including 12-15 countries, should give valuable information about the order in which the children acquire component skills in reading under different conditions.

The IEA cross-national study on reading comprehension in fifteen countries, reported by Robert Thorndike (1973), was concerned with testing the limits of reading comprehension at age levels at which all children have mastered the basic decoding process. The youngest age group tested was ten years. A cross-national study of the initial stages of learning to read would focus on the effectiveness of different methods of teaching related to the characteristics of languages and to different ages at entering school.

The kinds of questions that might be posed are:

1. Is it easier for beginners to learn to read a language that has a more regular letter-sound correspondence?
2. Will disadvantaged groups profit by an earlier age of school entry?
3. In what ways will the efficiency of a particular method or combination of methods in learning to read vary with language structure, background of the child, and age of school entry?

The main objective of such a study should be to make a cross-national comparative evaluation of the process and product of elementary reading instruction in relation to a number of different types of prerequisites such as:

1. Pupil characteristics, notably chronological age and reading readiness at the start of school.
2. Characteristics of the school system and its personnel.
3. Methods and materials of elementary reading instruction.
4. Nature of the target language for the elementary reading instruction, especially regarding graphophonic aspects.
5. Characteristics of the child's cultural, social, and economic environment.

The author is of the opinion that these relationships can best be studied by examining the course of development in reading ability from age of school entry until age nine, taking into consideration the variables listed above. The data should be gathered in such a way that the relationships between the variables and the extent of reading difficulties can be studied.

Such a cross-national study's implications for educational practice will contribute to a better basis for deciding some vital issues of primary reading. The age of school entrance, for instance, and its implications for achievement are not readily studied within countries, so the cross-national comparison will lead to a better assessment of this factor. It is not only a question of which entrance age produces the highest reading attainment by the age of nine, but also a question of possible differences as to the learning sequence among groups of children who start learning to read at different ages.

Considerations of a varied set of linguistic differences could lead to clearer insights regarding how best to simplify materials for beginning readers. The understanding of the interactions of linguistic variables and the impact of primary reading instruction on beginners of different ages should provide information of value to countries considering lowering or raising the age of school entrance. Should children be detained in preschool with the start of reading instruction consequently delayed? Or should children leave their preschool environment earlier and enter school earlier? Once in school, should they be

taught to read immediately? These and similar questions are asked in many countries and the availability of cross-national data concerning these problems may make it possible to reach better answers.

It is important that we realize in our explorations that we are not alone, in any country. I want to underscore this fact and to urge everyone to engage in cooperation across national lines, in cooperation between teachers of reading and researchers from various countries—in short, in cooperation on a truly interdisciplinary and international scale.